DOCUMENT RESUME

ED 166 354 UD 019 177

TITLE	Help-A-Kid Program Development Guide.
INSTITUTION	Boys' Clubs of America. National Manpower and Program Services.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
PUB DATE	75
GRANT	OCD-CB-459
NOTE	225p.; Photographs and some colored pages may not reproduce clearly
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS	Child Development; Community Involvement; *Developmental Programs; *Federal Programs; Inservice Education; Parent Participation; *Program Content; Program Costs; *Program Descriptions; *Program Guides; Teenagers; *Youth Programs

ABSTRACT

Aspects of the Help-A-Kid (HAK) program considered in this series of six workbook guides include: (1) the program's organization, its objectives, its strategies for getting students to participate, and the roles of parents and the community in the program's implementation; (2) in-service training for junior staff; (3) values clarification raps which attempt to help teens know themselves; (4) human survival training that attempts to help teenagers acquire skills for bachelor and family living; (5) individual and group activities that develop encouraging relationships with younger children; and (6) in-service training for professional staff. Estimates of costs, time and staff requirements, and a discussion of key concepts and objectives are provided for specific programs referred to. Appendices for each workbook include samples of pertinent application forms and evaluation checklists. (EB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

1

HELP-A-KID

PROGRAM DEVELOPMENT GUIDE

What It's All About • Why Get Involved

ED166354

BOYS' CLUB

HELP-A-KID

UDD 019177

Prepared by
BOYS' CLUBS OF AMERICA
National Manpower and
Program Services

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Sponsored by
U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Child Development
Grant OCD-CB-459

TABLE OF CONTENTS

FOREWORD 3

CHAPTER 1: ORIGIN OF PROGRAM AND MATERIALS 4
- Thrust and Objectives
- Organization of Program
- Why Get Involved?

CHAPTER 2: WORKING WITH ADOLESCENTS IN THE BOYS' CLUB 7
- Basic HAK Thoughts on Teenagers and Adolescence
- Getting Teenagers Involved
- Staff Awareness of Values Differences

CHAPTER 3: ORGANIZING FOR IMPACT 11
- Length of Activities
- Planning Is Key
- Responsibility and Administration
- Community-based Program
- Financial Considerations
- Keeping Records
- Promotion and Publicity

CHAPTER 4: FUNDAMENTAL PROGRAM PRINCIPLES 21
- Training Plus Experience
- Involvement at All Levels
- Synergistic Community Effort
- Small Group Process
- Common Program Thrust

CHAPTER 5: IMPLEMENTING HAK ACTIVITIES 24
- Content of Training Sessions
- Techniques for Involving Participants
- Comfortable Setting
- Planned Follow-up on Sessions and Experiences
- Recognition of Participants
- Involvement of Parents

CHAPTER 6: BASIC CHECKLIST FOR ORGANIZING A HELP-A-KID THRUST 28

APPENDICES 30
- Letter to Solicit Agency Endorsement
- Letter to Request Attendance at Orientation Meeting
- Agreement Related to Financial Support
- Sample Press Release Announcing HELP-A-KID Program

Copyright 1975, Boys' Clubs of America

FOREWORD

These printed results are both a product and a promise. They represent the best ideas gleaned from field-testing HELP-A-KID activities during the 1973-74 program year at three pilot site Boys' Clubs. It is our intention that they serve as real workbooks in the immediate future so that their utilization as effective program tools can also be measured. All suggestions for improvement based on actual experience are enthusiastically encouraged!

With great admiration and appreciation, these pages are dedicated to those at the national level who helped to create the design, to those in local Boys' Clubs who worked long and hard to test its viability, and to those parents of tomorrow who will hopefully provide the true measure of its success.

JOAN R. LICURSI
National Project Director
January 1975

ORIGINAL HELP-A-KID PILOT SITES

NORTH LITTLE ROCK BOYS' CLUB
North Little Rock, Arkansas
Project Coordinator: Bart Keeler
Executive Director: Jim Wetherington

BOYS' CLUB OF SAN GABRIEL VALLEY
El, Monte, California
Project Coordinator: Sheila Millman
Executive Director: Clayton Hollopeter

DAYTON BOYS' CLUB
Dayton, Ohio
Project Coordinator: John Osner
Executive Director: William C. Kirchner

CHAPTER 1: ORIGIN OF PROGRAM AND MATERIALS

During the summer of 1972, the Office of Child Development in the U.S. Department of Health, Education, and Welfare asked 75 voluntary youth agencies to submit program designs in "Education for Parenthood." The purpose was to contain the spread of social problems such as child abuse, unhappy family situations and broken homes. It was also hoped such programs would help youth develop positive attitudes, capability for personal adjustment, and decision-making skills, especially in areas relating to the growth and development of children. The governmental effort was sponsored in cooperation with the Office of Education and included a major Education for Parenthood emphasis in school systems throughout the country.

As this national thrust provided a ready means to help achieve its current organizational goal to "initiate and promote services which will enhance the quality of life," Boys' Clubs of America submitted a proposal. We ultimately became one of seven agencies awarded three-year grants to structure and promote programs providing adolescent members with training and opportunities to care for those younger than themselves.

Our national program design was based on the unique characteristics of Boys' Clubs and those aspects of established programming through which it could readily be carried out. The term "HELP-A-KID" was adapted for promoting the program among teenagers and to represent its basic thrust of acquiring knowledge to be of service. HAK maximizes the interaction between older and younger Boys' Club members, and also encourages including older and younger non-Boys' Club members in numerous activities. Fundamental to all HAK efforts are varied training experiences, which help teenagers become comfortable and knowledgeable about themselves, as well as about the younger children with whom they relate.

The first phase of our Boys' Club effort was conducted during the 1973-74 program year in three demonstration site Boys' Clubs of varying size, membership and location. Each Club adapted the original proposal's program design to the needs of its particular membership, community and operating goals.

All sites conducted some type of activity in each of five areas: (1) Junior Staff In-Service Training (including a Club-structured program based on principles of child development and a ten-session series of Effectiveness Training skills for communicating with younger children); (2) Child-centered Career Exploration (including field trips, volunteering in community agencies, babysitter training, teaching tots to swim, and camp counselor instruction); (3) Values Clarification Rap Groups (conducted by Boys' Club staff and/or group work professionals around topics selected by teenagers); (4) Short-term Group Activities (in which Keystone Clubs and other special interest groups conducted parties, outings. fairs, storytelling programs and other short-term service with or for children); and (5) Video as a Resource and Record (through which pilot site TV equipment preserved activity for later training purposes and its use encouraged teenagers to take part in the program.

The initial phase concluded in July 1974, and provided the basis for this set of program materials. Continual promotion and updating of HELP-A-KID resources, and training for Boys' Club professionals regarding their use, is now underway.

Thrust and Objectives

The central thrust of HELP-A-KID programming is a Boys' Club's sponsorship of activities which encourage teenagers to learn about, and become involved with, younger children in the Boys' Club and throughout their community. Opportunities for such programming exist in every facet of Boys' Club operation. It is hoped HELP-A-KID will provide the means and encouragement for identifying these opportunities and utilizing them to get kids caring about other kids.

The collective objectives of activities included under the central HAK thrust are:

* to enhance teenagers' knowledge of themselves
* to provide older youth with an understanding of others, especially younger children
* to increase young people's awareness of the importance of family influence
* to help adolescents gain a better understanding of the responsibilities of parenthood
* to broaden teenagers' knowledge of factors influencing child development
* to provide an opportunity to explore careers of working with children
* to help participants learn some skills for working with children.

As the result of an outside evaluation of first-year programs by Behavior Associates of Tucson, Arizona, it was learned that 89% of the teenagers involved felt they got what they wanted, or more, from this type of activity. They also believed that working with and caring for children was the most effective learning experience they had had.

Organization of Program

Developing and sponsoring any type of activity through which teenagers relate with younger children may be considered part of the HELP-A-KID thrust. Many Boys' Clubs are already participating in such an effort through tutoring programs, big brother activities, or Keystone Club relationships with such groups as handicapped children. We hope these Clubs will begin to promote their efforts as part of the HELP-A-KID thrust and will utilize some of the HAK activities to help provide child development training for the teenagers involved. Those Clubs which have not yet programmed in this area have all the suggestions in these HAK materials from which to choose.

In addition to this HELP-A-KID Program Development Guide, current HAK resources include:

* Emphasizing Child Development Principles
  through JUNIOR STAFF IN-SERVICE TRAINING
  (including an introduction to Dr. Thomas Gordon's
  Junior Staffer Effectiveness Training)

* Helping Teens Know Themselves
  through VALUES CLARIFICATION RAPS

- Acquiring Skills for Bachelor and Family Living through HUMAN SURVIVAL TRAINING
- Encouraging Relationships with Younger Children through INDIVIDUAL AND GROUP ACTIVITIES
- Supporting the HAK Thrust through PROFESSIONAL STAFF IN-SERVICE TRAINING

These activities may be sponsored together to provide a Boys' Club with a major emphasis on adolescent programming, or individually, depending upon a Club's ability and capacity to invest staff time. Suggested timeframes and resources for each program and activity are included in the HAK guides.

Why Get Involved?

Boys' Clubs desiring to provide meaningful, preparation-for-life programming for older youth will find within the HELP-A-KID package a framework on which to build their efforts. Getting and keeping teenagers as active members of the Boys' Club is based on two factors: an open, receptive staff to whom the youth can relate and whom they feel are sincerely interested in them as persons, and the opportunity to participate in programs which the teenagers feel are helpful or interesting to them in some way. The variety of HELP-A-KID activities field-tested during the first year proved to have this type of attraction.

In addition to providing relevant service to an age group often not reached effectively through schools and other established community agencies or programs, HELP-A-KID is also a vehicle for demonstrating that the Boys' Club represents more than a recreation image. At a time when funding sources are demanding increased accountability regarding services that agencies provide, when programs for adolescents rate high on most United Way priority scales, and when monies for activities involving expensive equipment or resources are hard to find, the HAK thrust helps to show that the Boys' Club is a place where teenagers learn to care -- first of all about themselves, and secondly, about younger children whom they may be able to help in some way.

All three first-year pilot sites received positive endorsements from their local United Ways for involvement in the Education for Parenthood effort. One United Way even increased its allocation to the Boys' Club at a time when funds to most other agencies were being cut back. Another site received funding from its city to continue the HAK thrust and activities after the national pilot year expired. As HAK programming involves much inter-agency and community support, all three Clubs were also cited for the central force they provided in marshalling varied local groups toward a common purpose.

CHAPTER 2: WORKING WITH ADOLESCENTS IN THE BOYS' CLUB

HELP-A-KID program activities can easily involve not only teenagers who already may be members of the Boys' Club, but also their friends, other neighborhood youth or groups from local schools and community agencies who may start coming to the Club specifically to participate in aspects of the program. It is important that the program coordinator have a deep understanding of the backgrounds of these young people in order that program content and activities relate specifically to their particular needs, ethnic characteristics, values systems, etc. Many Boys' Club youth have a view of society limited to their immediate family or neighborhood, and live only from day to day without thinking or planning for the future. With a struggle for survival as life's major objective, they may find it difficult to discover the decisions relating to children, family life situations and the future which really are theirs.

The Boys' Clubs of America HELP-A-KID program is primarily concerned with the growth and development of teenagers -- all those who need the services offered through HAK activities. In speaking of "growth," we are interested in stimulating the amount or quantity of maturation the young people experience -- physically, emotionally, intellectually and socially. "Development" refers to the order or quality of these changes in their lives, which the thrust of the program is primarily designed to affect.

Before reviewing the nature of HELP-A-KID programming, which helps adolescents know themselves better so that one day they will be better prepared to know their own children, it will be helpful to describe the philosophy of working with teenagers which provides the foundation for HAK. This will assist Boys' Clubs to strengthen their teenage programs and credibility by focusing on the essential element for success -- qualified staff. The principles contained here should also be discussed in depth with all resource people and other adults who participate in aspects of the program so that a fundamental unity in approach and understanding can be achieved.

Basic HAK Thoughts on Teenagers and Adolescence

To successfully work with groups of teenagers, it is necessary to appreciate the way in which they see themselves. They are action people responding to freedom and power, treasuring their aloneness but needing and wanting community. They must search out their own answers, question old traditions and establish new traditions of their own. They are restless in the face of slow-moving people or policies. They are inclined to be suspicious and somewhat distrustful of absolutes: unchanging dogmas, inflexible laws, rigid codes. Thus, they find institutions hard to accept, for to them most institutions are more interested in institutions than in people. (Think for a moment about how teenagers in the community view your Boys' Club.)

More than any other characteristic, their personalism is obvious in all teenagers say and do. They are proud of their independence, and are intolerant of feelings of superiority on the part of adults. But they also need the support of others, they need the group to help them "do their own thing." They have deep, strong needs to become mature and adult, but still often view themselves as children whose behavior will be regulated by older persons when it is out of line.

8

Most HAK activities are directed toward getting teenagers to see themselves in their mid-way point in life between childhood and adulthood, and to help them understand that they "have a participatory role to play, tasks to perform, skills to develop at that particular time of life. The degree or extent to which an adolescent experiences such responsible participation will determine and maximize his human development."* HAK programs encourage teenagers to accept more of an adult role in a non-threatening, learning-by-experience environment. Older youth are helped to believe that they have something meaningful to offer, especially their own experience and friendship, to a dependent group even younger than themselves.

Teenagers will relate fully to Boys' Club staff and other adults only when they begin to believe we are interested in them as persons, not as "minds to be molded." HAK program coordinators or resources need to communicate to young people, by words and actions, that no one will force truths upon them or pack adult values into their minds. Establishing a climate of mutual trust and respect is basic both to obtaining initial participation in activities and to having teenagers establish a continuing commitment to those parts of the program in which they join.

The young people are seeking guides and helpers who will be warm and understanding, who will be with them on their search for themselves. It is necessary for adult staff to realize they may not have many answers for the teenagers, but if they have a rich sense of their own humanness, they will be sharing with the young people the one thing that can bring about better understanding and a positive learning experience.

Utilization of the small group process is a fundamental HAK approach to working with teenagers. It can be the most effective way for enabling each person to find his own meaning and discover his own values, for he/she will not be searching alone, but with others who care about him/her. It is a process in which a teenager is helped to help himself, and is ideally utilized not only in values clarification discussions, but also in reviewing what adolescents are experiencing in junior staff jobs, working in day care centers, etc.

Teenagers learn best by experiences, and the HAK effort is full of opportunities for "doing." Our initial year of field-testing has confirmed the fact that Boys' Club youth do not learn well -- or even want to learn -- by assimilating and analyzing abstract ideas or "truths." They learn best by experiencing and reflecting on what has happened. This is as true of clarifying values as it is of teaching younger children to swim. The teenage years are marked by great experimentation and risk-taking. Things like faith and love -- among the deepest of all human and spiritual values -- are not learned from books or lectures. They are learned by experiencing faith and love in other people.

In addition, young people need opportunities to plan for themselves, to become "active agents of their own growth." Although many specific ideas for training programs and sessions are provided in these materials, they are merely to give direction to the program and to serve as a reference for the program coordinator when a topic comes up or if the teenagers are unsure what they want to talk about or do. Final decision-making should rest with the young people involved.

---

*From "Requirements for Healthy Development of Adolescent Youth" by Dr. Gisela Konopka, Adolescence, Fall 1973.

Some of the richest learning among participants in HAK activities will take place in moments of mutual sharing once members of a group begin to know one another as persons and discover things in common. Teenagers, for the most part, are filled with self-doubts. About half the group participating in the program's first year expressed doubts and difficulties about their abilities to be good leaders, handle an emergency, make decisions and express themselves easily in words.

These youth deeply need the experience of being seen as lovable or wanted--an experience that HAK activities involving younger children readily provide.

Although adolescents seem to dress alike, look alike and hang out in clusters, they often are very lonely and feel very inadequate. How can they believe in others when they cannot believe in themselves? How can they believe that they are not alone when no one else seems to care? We hope that Boys' Clubs will utilize HELP-A-KID to begin to provide these answers.

Each adult involved in HAK programs should examine his/her attitudes toward teenagers and measure his/her understanding of them against the above philosophy and principles. Do you feel "with" young people and "for" them? Are you concerned about their concerns rather than your own? Do you want to help them to help themselves? Do you think you can love them as they are, while they are struggling to become what they want to be? To be honest, most adults probably will have to say Yes and No to some of these questions, but this will at least put them in touch with their own feelings and attitudes, which is the most essential beginning step.

Getting Teenagers Involved

During the pilot field-testing experience, young people became involved in HAK activities in three main ways: through contact with the program coordinator or other Boys' Club staff at the Club or during talks in school classes; by word of mouth from program participants; and as the result of community publicity and school and agency contacts. By far, the most effective in attracting and keeping participants was by personal contact.

As with any Boys' Club program, it must be realized that HELP-A-KID activities will not be attractive to every teenager. Reasons why youth should become involved in particular events -- such as the opportunity to make some bread, as a pre-requisite for a junior staff job, to have a chance to get some feelings out, or simply to have something to do -- are suggested throughout the materials.

Certain youth will be more inclined to give of themselves with younger children than others. However, the most withdrawn or anti-social teenagers are often looking for just the right opportunity to express how they feel about things or for someone to draw them into a group. The program coordinators involved in the initial field-testing agreed that various HAK activities provided the means for those who easily become involved to become very skillful in areas relating to dealing with people of all ages, and also added some knowledge and a sense of maturity to youngsters less committed.

Besides involving teenagers themselves in the process, which will be discussed later, an important point to remember in selecting and structuring most HAK activities is to start small and build slowly. Rather than recruit a large number of youngsters and set up a lengthy training program, it would be best to deal with a small group of eight to ten and have them agree, or make a verbal contract, to participate for about four weeks. In this way, if things are going well the group can decide to go on for another set period of time, and if not it can either disband or actively work on revising the program. No doubt about it: Getting continuing commitment from teenagers is hard. They must either be able to see something tangible for themselves at the end of the program (a better job), or else really enjoy and seek out the comfort zone provided by the group or experience (working with a young child, rapping about their lives).

Another successful technique which encouraged teenage participation in HAK programs was staff effort to make most groups or experiences coed in nature. This provided both young men and women with an opportunity to function together to help someone else or to share differing viewpoints or feelings. In addition, coed activities provide a drawing card to keep both groups participating in the program. Obviously, some activities appeal more to one sex than the other, but the Boys'Club's desire to reach both groups together should be repeatedly expressed. In one first-year series of value raps, for example, both a boys' group and a girls' group met separately for four weeks and then got together for two or three more weeks to share ideas. Effective service to teenagers in preparation-for-life programming needs to be coed in nature.

The basic thrust of the HELP-A-KID effort and most of its specific activities are geared for teenagers between the ages of 14 and 17. In some of the more serious training programs like the junior staff group utilizing Effectiveness Training and the value raps, it is better to encourage only older youth to participate. Some difficulty was encountered during the field-test year because of varying maturity levels among participants. Since most program coordinators will know their Boys' Club membership, they can help steer teenagers into the most appropriate activities.

Staff Awareness of Values Differences

As mentioned above, topics relating to children and family life values, which are so intimately a part of the HELP-A-KID effort, are especially vulnerable to different feelings and attitudes depending on family background, geographic location, cultural group, etc. All adults involved in HAK activities should keep this probability for healthy difference in mind, and learn as much about the nature of their group as possible in order to encourage activities which are right on target. Especially in such areas as sexuality, which will probably be discussed in values raps, teenagers often reflect the values of their parents or may be reluctant to make their feelings public. It is, therefore, most important that the adult present make each person feel comfortable in both his/her own viewpoint and in the group.

Attitudes toward male and female roles, child care techniques, family living situations, ways of handling behavior problems, and even how one feels about children, are but a few of the areas where marked values differences may exist. It would be well for adults involved in HAK activities to get to know some of the parents and families of their teenagers, if possible, in order to have a deeper understanding about how the teenagers' viewpoints were formed. Involvement of parents will be discussed further in Chapter 5.

CHAPTER 3: ORGANIZING FOR IMPACT

Boys' Clubs which desire to sponsor HELP-A-KID activities or incorporate the HAK thrust into some of their ongoing programs should have a thorough understanding of the information in this chapter. This will help them provide the best possible experience for their teenagers, as well as benefit fully from the positive effects within a Club and community which can result from participating in the HAK effort.

1. Length of Activities

Although it is hoped that the HELP-A-KID thrust will catch on throughout the Boys' Club Movement and become an integral part of the way each Boys' Club programs, specific activities selected as an initial effort can vary in length according to their purpose and structure. Based on the timeframes suggested in this HAK guide, a year-round schedule of varying types of activity can easily be planned and implemented. It is also possible that one activity, such as the Junior Staff In-Service Training Program, can become a year-round effort by following up the more formalized initial training with periodic reinforcement meetings and discussions of observed child behavior in the Club. Another alternative might be to have two or three different sessions of a particular program (values raps, human survival training, junior staff training) start at different points throughout the year, based on staff time and teenage interest.

Other Clubs may wish to seasonally incorporate HELP-A-KID into their camp training programs or run a shorter series of field trip/discussion group experiences. It is suggested that most individual activities last on a regular basis from four to eight weeks, and be supplemented by some kind of direct, continuing experience for the teenagers with younger children. Periodic Boys' Club sponsorship of such one-shot events as child development/health services fairs can serve to reinforce a community awareness of the Boys' Club effort. The real basis for length of activities is the amount of staff time available to plan and implement formal programs with the teenagers, along with a Boys' Club's reassessment of how it can interpret and incorporate what is is already doing to blend the HAK thrust into its ongoing programming.

2. Planning Is Key

HELP-A-KID activities do not require a great amount of financial support or additional facilities or excessive materials. What they do require, however, is collective planning and support on the part of the Boys' Club Executive, staff, Board and teenagers to utilize all community contacts and resources available and to achieve a thorough understanding of the program's thrust and purpose. A minimum initial planning time of one or two months is needed to orient all groups involved, to seek out community youth to participate, to work with the young people on setting up a program they believe in, and to obtain the necessary initial consultants and resources to make that program an exciting and involving experience. A suggested Professional Staff In-Service Training Program accompanies this guide for use with Club staff when HAK programs are beginning. During the pilot experience it was discovered that unless the entire professional staff is aware of the nature and content of the programs in which the teenagers are involved, much needed reinforcement of principles will be lost.

Planning time is also needed to launch a community information campaign regarding the Boys' Club's sponsorship of HELP-A-KID activities. One pilot Club sought letters of endorsement from civic and community organizations. Another invited representatives of these agencies to a meeting at which the Education for Parenthood theme was discussed and where those present could decide how they might participate. (See sample letters in Appendix.) These initial contacts and discussion of potential roles, especially in a person-to-person manner, will save a lot of time and effort once the program is underway.

3. Responsibility and Administration

To insure the success of HELP-A-KID activities as well as their incorporation into an ongoing Boys' Club program, *the Executive Director must be firmly committed to working with teenagers in the manner described* in Chapter 2. As ultimate accountability for the program rests with him, he must understand and support the HAK effort and see that his primary responsibility is to effectively mobilize Club and community resources to get activities underway and to insure their continuation. He must also sell the program to his Club's Board, and his actions and attitude will certainly influence the degree of Board involvement and desire for support. The Executive's initial involvement in all phases of planning and operation is essential.

Responsibility for developing and organizing most HAK activities logically belongs to the Boys' Club staff person who works with teenagers in a continuing basis and has established ties of mutual respect and trust. Our first year of field-testing reinforced the belief that much of the program's success depends on the relationship which exists between this program coordinator and the young people. He/she should also possess good organizational skills and the ability to relate well to personnel from other community agencies who will be called on to enrich HELP-A-KID activities.

This program coordinator cannot work alone, however, and must have the support of all other Boys' Club staff to encourage teenage participation in HAK activities as well as to reinforce the learning experience which takes place. In addition, since the HAK thrust can be interpreted in all areas of the Boys' Club, each staff member should be expected to suggest ways in which his/her areas of responsibility might adapt HAK programs -- tutoring workshops (Educational Director), teaching tots to swim (Aquatics Instructor), training for coaches and referees (Physical Education Director), etc. To staff benefit, most HELP-A-KID programs and activities should result in having teenagers be more helpful in making the Boys' Club a smoother running operation. The following are the major functional responsibilities of those involved in a Boys' Club's sponsorship of HELP-A-KID programs:

Executive Director

*Educating Board members about the merits of the program to obtain their support
*Demonstrating his commitment to the program and transmitting its philosophy by getting all Boys' Club staff members involved in the HAK thrust
*Arranging for Professional Staff In-Service Training segment to take place before HAK activities begin
*Establishing contacts and helping program coordinator deal with community agencies

*Providing ongoing consultation with program coordinator and taking a real interest in what is going on
*Supporting need for teenage programs to be coed
*Finding means to give trained teenagers responsible positions in the Boys' Club
*Assisting with news media contacts to promote HAK activities

Club Board

*Sanctioning Club's involvement with HELP-A-KID program and activities
*Using their influence to gain cooperation of other community agencies and individuals needed as program resources
*Seeking support from potential funding sources for any modest finances needed
*Assisting with news media contacts to obtain maximum coverage for HAK activities
*If appropriate to Club's program and their personal backgrounds, working directly with teenagers wherever possible

Program Coordinator

*Establishing rapport with teenagers and recruiting them for HAK activities
*Having and utilizing good relationships with other staff members to support HAK thrust and get teenagers involved
Knowing how to make and work with appropriate program contacts at other community agencies
*Working out specifics on running HAK activities with Club Executive and other staff
*Scheduling activities with teenagers and promoting program throughout community
*Obtaining human and other resources for specific activities
*Providing these consultants with a thorough understanding of the Boys' Club teenagers
*Utilizing the skills of group work techniques
*Working directly with teenagers on a continuing basis throughout all HAK activities

Other Club Staff (paid and volunteer)

*Understanding the program and becoming actively involved in its development
*Helping to recruit teenagers for HAK activities
*Adapting or adopting HAK thrust to areas for which they are responsible

Agency Resources

*Understanding and fully supporting the program's goals
*Possessing expertise in their fields and having ability to communicate this effectively to teenagers
*Obtaining a knowledge about and, where possible, developing a relationship with the Boys' Club youth
*Practicing the principles of good group dynamics

Teenagers
*Declaring a willingness to make an initial commitment to the HAK program

*Becoming actively involved with the younger children
*Establishing relationships and continuing contacts with adults involved in the program
*Understanding the program and becoming actively involved in its development
*Fulfilling responsibilities of job or volunteer experience which may follow HAK training

4. Community-based Program

One of the primary and most necessary jobs in planning for and developing HELP-A-KID activities is the establishment of contacts with community agencies to participate in or sponsor certain aspects of the overall program. The need for community involvement as a principle for program planning is discussed in Chapter 4. The main purpose in regard to HAK, however, is to bring to activities or training sessions the specific expertise of community-based specialists in child growth and development and group work.

In instituting a HAK thrust, one of the first joint responsibilities of Executive Director and program coordinator is to develop a listing of all agencies and organizations within their community which serve, or have an interest in, young children. The roles these agencies might play in HAK activities are suggested throughout this guide.

It would be most helpful to contact each agency in person, by phone or through a letter to explain the program or activity the Boys' Club is developing and to ask for the type of help needed -- someone to serve as a resource speaker, a place where teenagers may observe and interact with young children, the opportunity to discuss a particular type of child-related career with an expert -- or perhaps just to ask what services that agency sponsors which they feel might be brought into the program in some way. Agency personnel should clearly understand the HAK thrust and the specific ways in which the Boys' Club staff and teenagers would like them to help achieve the program's objectives.

The following list of agencies is by no means exhaustive, but it does include those used frequently by first-year program coordinators as resources to help with the planning and programming of specific HELP-A-KID activities. Approximately 35 to 40 agencies or resources were utilized by each Boys' Club.

Governmental/Civic
Police Department
Juvenile/Family Court
Fire Department
Health Department
Recreation Department
State Department of Adoptions
State Department of Social Services
State Employment Service
State Department of Education
Economic Opportunity Agency

Educational
Colleges and Universities
High Schools
Junior High Schools
Schools for Exceptional Children
Graduate Schools of Social Work
Medical Schools

Relating to Young Children

- Day Care Centers- public and private
- Children's Home Society
- Head Start Agencies
- Nurseries and Pre-schools
- Children's Hearing and Speech Clinic
- Child Development Center
- Child Guidance Center
- Parent/Child Training Center

General

- Hospitals
- American Red Cross
- Family Counseling Service
- Self-Help Centers
- Human Resources Development
- Mental Health Center
- Lung Association
- March of Dimes
- Drug Clinics
- Volunteer Bureaus
- Social Health Association
- United Cerebral Palsy
- Planned Parenthood
- Adoption Agencies
- Foster Care Agencies
- Health and Welfare Councils
- Churches
- Easter Seal Society
- Family Planning Agency
- Motivational Services
- Federal Housing Projects
- Community Centers

Voluntary

- Camp Fire Girls
- Girl Scouts
- YMCA
- YWCA
- United Way

Media

- Daily Newspapers
- Weekly Newspapers
- Local Radio Stations
- Local TV Stations

Service Clubs

- Rotary
- Civitan
- Chamber of Commerce
- Jaycees
- Jaycettes
- Junior Service League
- Kiwanis
- Lions
- Optimist
- Sertoma

Individuals

- Doctors- General Practitioners
- Pediatricians
- Child Psychologists
- Early Childhood Teachers
- Health Educators
- Nurses
- Family Court Judges
- Social Workers
- Parents

It should be noted here that one of the most fundamental groups to contact when a Boys' Club is developing HAK activities is the local school system. Many junior and senior high schools are already sponsoring programs related to the Boys' Clubs of America approach in Education for Parenthood. These should be explored for areas of mutual cooperation or integration. One pilot site conducted its entire volunteer program under the auspices of the nearby high school. Senior high school administrators especially should be well informed about the HAK effort, and asked for their ideas and assistance. A system for spreading information and publicity about HAK activities throughout the schools should also be devised in order to reach as many teenagers as possible.

5. Financial Considerations

One of the more surprising and encouraging discoveries related to the first-year HELP-A-KID pilot site experience was that there are few direct costs involved in organizing and implementing HAK activities. Items such as occasional film rentals, flyers and postage can probably be absorbed in most Boys' Club budgets without much difficulty. In fact, even these expenses are not essential for any specific activity.

It is most helpful for HAK programs if the Boys' Club has a van or bus which can be used to take teenagers to day care centers or on field trips. Depending upon the type of activity selected, it would be good to have a certain amount of petty cash available for gas. This amount can be kept to a minimum if community volunteers can be sought to transport teenagers to particular places at set times. Costs (and effort) can also be reduced by establishing relationships with those child-related agencies within walking distance of the Club.

What is essential to organizing HELP-A-KID programs, however, is the time of a professional staff person to implement the thrust. And this represents dollars in a big way. A Boys' Club electing to take on only one or two of the suggestions in this guide will probably be able to do so by making assignments to existing staff. Those wishing to concentrate on HELP-A-KID teenage programming in a more in-depth manner, however, may well seek money from a foundation or corporation to fund the salary for an additional staff member.

One of the first-year pilot sites was able to arrange with the local city government for money to pay the HAK program coordinator after national funding had expired. The basic elements of this agreement are included in the Appendix as a model for anyone considering similar assistance.

6. Keeping Records

To provide an organized reference system for all those involved in the HELP-A-KID program, it would be helpful to set up three types of HAK files before activities begin: a file of all adolescents involved in any HAK activity, a file of agencies which might become involved in the program in some way, and a file of individuals who might be called on as resources for certain sessions.

An expensive metal book holding about one hundred 5" by 8" cards can be purchased at a stationery store. The three files should be set up on different color cards for quick reference. Cards can be easily printed on a Club's mimeograph machine. Basic information might include the following:

HELP-A-KID PARTICIPANT REGISTRATION FORM

Name ______________________________ __Male __Female Age __________ Date ____________

Address ________________________________ City _______________ State _______

Phone # ____________________________ Social Security # ___________________________

With whom are you now living: __Mother __Father __Both __Other

Number of brothers and sisters: _____Brothers _____Sisters

Person to contact in an emergency: Name ___________________________________

Address ______________________________________ Phone # ________________

Present School ________________________________ Grade _______________

I am interested in: (please check)

__ Field trips
__ Tutoring
__ Rap sessions
__ Babysitter service
__ Human survival training
__ Volunteering in the Boys' Club
__ Volunteering in a community agency
__ Camp counselor training
__ Part-time paid employment
__ Junior or Senior Lifesaving

How did you hear about the program: ____________________________________

AGENCY DATA FILE

Agency ____ Phone # ________________

Address ____

Contact person __________________________________ Phone # ________________

What agency does ____

____

How agency might help HAK ____

____

Can agency use volunteers? __________ How many? ____ How often? _________

Qualifications ____

Dates of contact or involvement ____

____

RESOURCE INDIVIDUAL DATA FILE

Name ______________________________ Phone # ______________

Address ____

Occupation ____________________ Company _______________

Personal interests _______________________________________

Background information ___________________________________

____

____

How person might help HAK ________________________________

____

Dates of involvement _____________________________________

____

It would also be helpful to establish a master record book where copies of all correspondence related to HELP-A-KID programs can be kept for quick reference. All these record systems will be helpful if staff changes or if the activities and thrust prove successful and are continued in future years.

7. Promotion and Publicity

Efforts to make the local community, its agencies and organizations, and its young people and their parents aware of the HELP-A-KID program through the communications media will result in greater participation and enthusiasm at all levels. A 1971 President's Council on Youth Opportunity Youth Resources Manual said:

> Communications means more than simple publicity for youth program work. Attracting community and volunteer participation, support, understanding and recognition is another facet of the communications job -- a major one. Proper development of communications results in a community-wide spirit and sense of year-round involvement that encompasses both the giver and the receiver of the program's benefits.
>
> Good media relations can foster constructive contact and cooperation between inner-city youth and the rest of the community. The young people themselves can be drawn into the communications effort in a productive, learning role.

All three pilot sites established close relationships with local newspapers and radio stations and kept them continually briefed on project activities. Not only do community people and agencies respond well to the fact that the Boys' Club is establishing programs relating to family life values, teenage service, and parenthood, but also the young people themselves like to see their names in the paper, thus becoming even prouder of their involvement with HAK activities.

The Boys' Club Board should be approached first to determine if its members have media contacts or expertise. A concise, one-page statement describing the HELP-A-KID program and its objectives, along with highlights of the activities that Boys' Clyb hopes to sponsor in the near future, should be prepared during the program planning stages. It would be helpful if the Executive Director and program coordinator could be available for interviews about the program after the statement is distributed. A composite of the information used to announce the HELP-A-KID program during its first year can be found in the Appendix.

Each time a HAK activity begins or ends, information on what is happening should be shared with the media in a brief release. Here are some things to keep in mind when working with the press and radio and TV stations:

1. Establish personal contacts with editors, reporters, program directors and other media representatives.
2. Keep these contacts alive with periodic visits. News items to be aired or printed should be hand-delivered. If they must be mailed, follow up with a phone call.
3. Make sure project items to be published are newsworthy (and have a current point of focus: program begins, teenagers sought, baby sitters now available, etc.)
4. Keep a list of various media deadlines. These may differ from department to department within the same organization.
5. Obtain details on how each publication and station prefers material to be submitted.
6. Include the project's name, address, phone number and the name of the program coordinator or other contact person on everything to be published, aired or distributed.*

A public relations file containing the texts of special announcements, ads, articles, TV and radio spots, letters of commendation or endorsements, and other publicity on HAK activities should be maintained. The HELP-A-KID logo which appears on the cover of this book should also be used as much as possible with publicity or promotional efforts. Specific suggestions related to public relations efforts for individual activities are made in appropriate spots throughout this guide.

---

*From Building Employment Skills Today in a Boys' Club, U.S. Department of Labor, 1974, page 99.

Every opportunity available to promote the program by having the Executive Director, program coordinator, or especially verbal teenage participants, speak before service club groups, educators' meetings, annual dinners, parents groups or community councils, should be taken. This person-to-person publicity is most effective and also enables the audiences involved to ask questions. Once activities are underway, slides can be made and these will enhance the verbal presentations.

Reporting of HELP-A-KID activities should be made in the Boys' Club's newsletter or other in-house publications. Notifying parents about the program through a mass mailing may help to get teenagers involved in activities, as well as obtain parental support for what is taking place. Posters about specific HELP-A-KID activities should be placed around the Club, and periodically the Club bulletin board might also be devoted to HAK events.

CHAPTER 4: FUNDAMENTAL PROGRAM PRINCIPLES

Although activities relating to the HELP-A-KID thrust of getting teenagers to know themselves and to share helping and caring relationships are widely varied, most of those suggested in this guide are based on a few key principles which should be emphasized.

1. Training Plus Experience

The most fundamental technique in implementing any HELP-A-KID activity is incorporating ample opportunity for teenagers to learn related principles of child growth and development, followed by the additional chance to actually apply and experience their learning through interaction with younger children. Both phases are important if the young people are to derive the greatest and most lasting benefits from the program.

Discussion of child growth and development information and activity skills should be carried out in the informal, small-group manner which works best with adolescents. Outside resources brought in to serve as "experts" for certain topical areas should understand that the learning should be a fun and participatory experience for the teenagers. Most HELP-A-KID activities are structured to include a training element, be it seven sessions of Junior Staff Training or five Career Exploration Field Trips. Even the Values Rap Series is a training experience in itself, with the application represented by the development of stronger relationships among the teenagers themselves.

The second phase of HAK activities, during which the teenagers teach children to swim or interrelate as Junior Staff members with other Boys' Club youngsters or work with younger kids in day care centers, is where the training takes on meaning and teenagers really get a taste of what being a "parent" is all about.

This is the phase adolescents enjoy most, but their enjoyment is deepened and more meaningful because of their understanding about what is taking place and their growing confidence that they have learned something which will help them to help the younger children.

2. Involvement at All Levels

All planning for incorporation of the HELP-A-KID thrust in a Boys' Club program or for specific HAK activities should be based on the principle that people best support that which they help to develop. This is as true with Board and staff as it is with the teenagers themselves.

Involvement of all Boys' Club staff members in a HAK-based-in service training program just before activities get underway has already been suggested. During this training the Executive Director should explain the advantages of having the HELP-A-KID thrust adapted throughout the Boys' Club, and ask staff members for ways they can relate it to their own areas of responsibility. This gets staff in on the planning and promotion from the start, and will help to give the program coordinator the sense that he is working with a supportive team.

As in all adolescent programs initiated by a Boys' Club, teenagers should be heavily involved in the planning and implementation of what takes place under HELP-A-KID. Junior Staff should brainstorm the type of training sessions that would be especially helpful to them. Coed groups should discuss the topics in which they have greatest interest for values raps. Keystone Clubs might do a survey of all child-serving agencies within a community to see which one they would like to work with. All information in this guide is only that -- a suggested outline offering a sense of direction that relates an activity to the HELP-A-KID effort and purpose.

Once teenagers have given their suggestions for activities and content, the program coordinator should do everything possible to make what takes place a sound experience. Although they actively enjoy fun and a good time, fun isn't enough to keep adolescents coming to the program on a continuing basis. Whether or not it is expressed in words, teenagers want substantive content which is a challenge for them and which builds on their already existing interests. Specific programs or topics of interest are what bring teenagers into the Boys' Club, but they can soon be turned off by an unsound or surface treatment of something they want to know about.

3. Synergistic Community Effort

One of the major factors contributing to the success of the HELP-A-KID effort will be the degree to which the Boys' Club is able to involve pertinent community organizations and individuals in the thrust of the program. It is only through community resources, especially those relating to the growth and development of children, that most HAK activities can be fully implemented. No one agency possesses the necessary expertise or resources to do it alone.

The HELP-A-KID program offers a natural goal which can help to unite agencies for a common purpose. All partners are able to do something together -- and all benefit: Boys' Clubs get better trained Junior Staffs and recognition for their relevance in serving teenagers; the American Red Cross gets an appreciative audience for its programs; the day care centers get trained, young volunteers to work with children; other agencies get the opportunity to share information on their nature and purpose with youth; and so forth. The Boys' Club becomes a focal point for marshalling community resources to help young people prepare for one of their most important future life roles.

4. Small Group Process

Associating with peers in groups is a hallmark of the adolescent years. HELP-A-KID activities are designed to utilize this natural occurrence and to make it a part of the learning experience. Teenagers at the pilot site Boys' Clubs were more willing to participate in various aspects of the HAK program -- from learning to diaper infants to working with handicapped children -- when they knew that the rest of their friends would be doing the same thing. The values rap series especially needs the interaction and expression of feelings from members of a group in order to establish an atmosphere of comfort where growth in understanding results from mutual sharing.

Most HAK activities can be more easily implemented if they are undertaken by an already existing Boys' Club group -- junior staff, Keystone Club, basketball team, etc. In this way the time needed to establish trust and respect among group members can be reduced because they are already working with each other for a mutual purpose. Utilizing existing activities, such as tutoring programs, arts and crafts sessions, swimming lessons and special interest groups, to reflect the HAK thrust or incorporate HAK ideas also saves much planning time and effort.

Those Boys' Clubs which do not have an active teenage membership will need to spend more time seeking out individuals who can be brought together to sponsor a specific HELP-A-KID activity. Often this can be done by asking a few young people to bring a friend along to an initial meeting or by designing an activity to meet the expressed interests of a number of individuals. It is not easy to get reluctant teenagers involved in the group process, but once the program begins to meet their needs and adolescents gradually establish mutual trust, news that the activity is "all right" will spread by word of mouth and others will become involved.

The use of small groups to carry out HAK activities is therefore both necessary to the program and an important arena for learning. Program coordinators should not be afraid to start with six to eight members and let the process grow. If communication is open and learning is informal, the activity's objectives will be achieved. It is wise to seek perhaps ten to 15 members to participate in HAK programs so that the desired smaller number will probably be present for every session.

5. Common Program Thrust

Finally, as has been expressed earlier, it would be ideal if Boys' Clubs could take up the HELP-A-KID thrust and utilize it to strengthen all aspects of their already existing programming. How can teenagers work with younger boys in the gym? In the pool? In the woodwork shop? In the arts and crafts rooms? In the games room? In the library? In educational programs? For special events? Giving a close, across-the-board look to just what is currently going on should provide many ideas for a creative staff interested in serving all age groups better. Putting out a call to "HELP -A-KID" for older youth will provide a renewed emphasis on teenagers in Boys' Club programming as well as demonstrate that the Boys' Club is a place where people come to learn to care about each other.

CHAPTER 5: IMPLEMENTING HAK ACTIVITIES

In addition to the programming principles on which HELP-A-KID activities are based, there are several practical considerations and general techniques for implementation which will help to vitalize the programs for both the teenagers and the community groups involved.

Content of Training Sessions

Most of the regular course-type activities (Junior Staff Training, Values Clarification Raps, Human Survival Training) consist of a varying number of sessions which are determined and agreed upon by the teenagers and the program coordinator at the beginning of the program. Flexibility must remain the byword here, however, so that the changing interests of the group can be considered during the course of the activity. The adult in charge of a particular session, whether it be the program coordinator or an outside resource, must have a skill for "reading" the group and adjusting the content to maintain the teenagers' interest.

During one training program, a type of crisis occurred at all three pilot sites during the third or fourth session. The group leader (in this case, an outside trainer) sensed he was not getting through and subsequently turned the session into a let's-all-get-out-our-feelings discussion so that the problem could be aired and corrected. It is for this reason that outside resources should have as thorough knowledge as possible about the teenagers they're dealing with. They should also know that session attendance may not even be what is hopefully anticipated. If the content is relevant, the group leader effective, and the atmosphere open and honest, teenagers will gradually support the activity.

For any continuing program, it is helpful to have the group informally evaluate the session at the end in a short rap with the program coordinator. This will give him/her an idea of how the teenagers are feeling, and allow for possible adjustment of future sessions to meet their needs. It also will provide the opportunity to review some of the content and strengthen the more important concepts in the minds of the group.

Techniques for Involving Participants

In planning HAK activities with and for Boys' Club teenagers, every effort should be made to keep them involved in the program itself as well as in the person-to-person interaction at all group meetings. Pilot site coordinators found it most helpful -- albeit necessary! -- to phone the teenagers involved the day before a scheduled session or activity to remind them to come. This may not be necessary in all instances, but it does help the young people realize that they're cared about and important to the program. Creative name tags were also used at early sessions to help group members get acquainted.

One of the key measures for the success of HAK learning experiences is the degree to which participants become actively involved in what is going on. All adults involved as group leaders or resources should be advised to present their material in a manner which permits the teenagers to learn by contributing or by doing themselves. Especially in regard to working with younger children, the older youth should be helped to feel that they do know a lot already and that the session is attempting to crystallize and build on that knowledge.

Brainstorming their ideas about a topic is one method to get group members thinking and contributing. The variety of suggestions generated by the group then forms the basis for an involving discussion to weigh the merits or drawbacks of each idea. Discussion leaders should be sensitive to getting ideas from as many members of the group as possible, remembering that all contributions during the brainstorming period are positive.

Role playing or getting the teenagers to act out how they might feel in a particular situation was used heavily during the first-year programs and was generally enjoyed by both the participants and observers. It is most important here to keep the examples based on problems or situations which are especially relevant to the group members present. School confrontations or conflicts with their own parents are two problems that are generally on target. Although the HELP-A-KID thrust is generally directed toward helping teenagers see themselves in an adult, protective role in regard to younger children, they first need to get a grip on their own problems and "painful" situations before they can be of assistance to someone else. As sessions develop, therefore, role plays should begin with the immediate needs of the teenagers, and shift gradually to situations involving teens and children.

Breaking into smaller sub-groups to deal with a given topic or to encourage reticent teenagers to express their viewpoints is another method for involving more group members. Each sub-group might discuss one aspect of the overall topic, and at the end of the session report back to the larger group about their conclusions. A variation of this method is to have the group break down into teams of two to develop a role play, work on acquiring a particular skill, or rap out feelings on an issue. It is especially good if the two teenagers involved do not know each other too well as this experience will help them develop a feeling of trust and mutual assistance. This team technique is especially recommended for Junior Staff programs or for having teenagers volunteer at community agencies in pairs.

Finally, using audio/visual aids (films, filmstrips, cassettes, blackboards and flipcharts, etc.) as well as handing out materials help to keep teenagers involved. Specific resources are suggested throughout this HAK guide for most sessions. An active, animated discussion leader or trainer can help make a post-film rap especially meaningful. Having a panel presentation on a particular topic would also be better than a straight lecture or talking to the group.

Comfortable Setting

HELP-A-KID activities which take place within the Boys' Club should be scheduled for an area conducive to small group discussions. Most importantly, it should be away from the noise and distractions of other Club members, and contain comfortable furniture set up in a non-classroom arrangement. Some young people may prefer sitting on rugs or mats. Room should be available for the group to move around, but a room that is too large lacks intimacy and causes problems in hearing conversations.

The timing of sessions should be arranged at the convenience of the teenagers and discussion leaders. Early evening sessions received the best response at the pilot sites, along with scheduling such specialized activities as Junior Staff Training at a time when the Club might be closed to younger members. Having light refreshments available throughout the session or during a break also contributed to the comfort of participants.

Planned Follow-up on Sessions and Experiences

The importance of reinforcing the learning that teenagers will experience through HELP-A-KID activities has been referred to throughout this booklet. Discussions with adults after periods of observing younger children or attending group meetings not only provide the opportunity to re-emphasize the important parts of the experience, but also show the teenagers that they are cared about and have someone who desires to help them.

This opportunity for follow-up and reinforcement is one of the prime reasons for keeping all Boys' Club staff knowledgeable about the content of HAK programs. Participants in the Junior Staff Training, for example, may be asked to work with younger children in specific areas of the Club during the week and then report back to their group about what they have learned. All professional staff need to be helpful to the teenagers during these experiences so few conflicts in approach arise. Most importantly, the reasons behind any type of action need to be discussed in an honest and open manner.

One pilot site made especially effective use of assigning teams of two teenagers to work in various areas of the Boys' Club. This allowed the older youth to rely on each other for mutual support. The assignment also let teenagers perform such major tasks as running games room tournaments or operating an arts and crafts room for younger boys with a minimum of adult supervision. The teenagers were able to critique each other's skills and methods of dealing with younger children, and later discuss these at the group meetings.

Another pilot site sent teams of two teenagers to other Boys' Clubs in the area to observe how staff and older youth interacted with younger children. This may be especially helpful among units of the same Boys' Clubs or among Clubs involved in "cluster" Junior Staff Training, as described in Booklet #2.

Teenagers involved in other HAK activities, such as placement in day care centers or teaching tots to swim, should also be able to rap on a regular basis with the program coordinator or other knowledgeable adult about their thoughts and feelings on what has happened. After a specific training program has formally ended, it is advisable to have a regular meeting of the group from time to time to renew acquaintances and see what lasting effects members have experienced.

Recognition of Participants

All three first-year program coordinators reported that their teenagers reacted favorably to any recognition they received as a result of their continued participation in a HAK activity. For that reason, simple certificates have been suggested for presentation to those who attend the majority of Junior Staff Training, Values Raps, or Human Survival Training sessions. It is also desirable to have a party or some social event for the group after a training program concludes.

Additional ways should be sought to give HELP-A-KID participants recognition throughout the community. Newspapers should be kept aware of their efforts, and formal recognition may be given at the Club's annual dinner or annual report night. More verbal teenagers should be encouraged to share their experiences with school and other community groups, such as service clubs. These "volunteer spokesmen" not only will bring recognition to their individual effort, but also to the Boys' Club and the whole HELP-A-KID program. Teenagers who have been helped to feel their Boys' Club is proud of them will be more inclined to participate in its future programs.

Involvement of Parents

The national Education for Parenthood effort sponsored by the Office of Child Development has stressed the importance of involving parents in activities which help teenagers learn what parenthood is all about. Directly involving Boys' Club parent groups in the HELP-A-KID program may not be easy, but the Executive Director and program coordinator should carefully review what might be possible.

Informing Club parents about the general HAK effort through a general mailing or by speaking at meetings of Mothers' Clubs and Fathers' Clubs should be basic strategy. These groups might even be asked to think of ways they could participate, such as helping to start a day care program at the Boys' Club, taking groups of teenagers on career exploration visits and preparing refreshments for participants in HAK programs. A stimulating values discussion can result from having verbal parents discuss the values and merits of parenthood, marriage and family life with a group of teenagers. Opportunities such as this for continuing to involve parents in any part of the program should be sought.

Once a Boys' Club has successfully sponsored HELP-A-KID activities with their emphasis on child development, parenthood and family life for a period of time, it may be increasingly called upon by local parents to help solve some of their problems with younger children. New opportunities for Boys' Club community service may thus result.

CHAPTER 6: BASIC CHECKLIST FOR ORGANIZING A HELP-A-KID THRUST

As a review of the five chapters in this booklet, the following checklist and sequential program development guide can serve as a final reference for Boys' Clubs initiating any HELP-A-KID activity or absorbing the thrust into their organization.

___ Executive/staff team decides to adapt or adopt HELP-A-KID programming in light of organization's goals.

___ Board asked to approve and support HAK effort.

___ Modest funding support sought for HAK activities.

___ Program coordinator selected from Boys' Club staff.

___ Potential activities outlined and preliminary long-range schedule set.

___ One-page statement describing HAK in-service training for staff.

___ Executive organizes HAK in-service training for staff.

___ Staff suggest ways HAK can be integrated into their areas of responsibility.

___ Letters of endorsement sought from civic and community organizations.

___ Survey taken of community agencies concerned with younger children and exploration made of ways they might become involved in program.

___ Agency representatives invited to initial announcement of HAK activities at Boys' Club meeting.

___ Program coordinator contacts local school systems to explore their involvement.

___ HAK activities announced to news media.

___ Card file for agencies, individuals and participants set up.

___ Coordinator and staff recruit coed participants through Club groups and membership, schools, other agencies.

___ Participants work with coordinator to decide on activities and session topics.

___ Teenagers make verbal contract to stay with aspects of the program for a certain number of weeks.

___ Community resources sought for specific training sessions.

___ Program announced to parents' groups through mass mailing or at meetings; ways sought for their involvement.

___ HAK activities described in Boys' Club in-house publications.

___ Place in Club selected for meeting of training programs.

___ Teenagers phoned to remind them about sessions.

___ Activities evaluated as they are concluded.

___ Participants recognized with certificates and/or special event.

___ Follow-up made with news media.

___ Thanks expressed to all those involved with program.

___ Complete appropriate forms on activities and send to Boys' Clubs of America.

APPENDICES

A. Letter to solicit agency endorsement

B. Letter to request attendance at orientation meeting

C. Agreement related to financial support

D. Sample press release announcing HELP-A-KID program

A. LETTER SEEKING HAK ENDORSEMENT

North Little Rock Boys' Club
1212 Maple Street
North Little Rock, Arkansas 72114

(sent to government and civic groups,
school administrators, service clubs,
health and welfare organizations)

Dear Mr. Jones:

As you are aware, the primary objective of the Boys' Club is to give boys ages six through eighteen responsible adult guidance by filling a need that is frequently not met either at home or in school. We attain this objective by offering boys a wide variety of programs geared to individual interests and needs. Some of these include: Keystone Clubs emphasizing teenage service, rap sessions on human relations, artistic scholarships available through Boys' Clubs of America's Epstein Foundation, and athletic programs.

Our national organization is currently one of seven voluntary youth agencies which are participating in an Education for Parenthood effort sponsored by the U.S. Office of Child Development. Through the activities of this program, hundreds of Boys' Club teenagers are learning about how to work with and care for younger children, with the intention that they will also absorb many of the skills and attitudes needed for effective parenthood. Because of our active interest in the young people of our community, the North Little Rock Boys' Club has decided to participate in this national HELP-A-KID effort.

As our organizations have had close relationships in the past and since many HELP-A-KID activities involve interagency cooperation, we would like to seek your endorsement and potential assistance for our plans. Enclosed is a brief description of the national Boys' Club Education for Parenthood thrust and those HELP-A-KID activities contemplated by the North Little Rock Boys' Club. I would appreciate your comments on these and also your interpretation of how this program relates to the work of your own agency or organization. This will be most helpful to us as we work with our teenagers in structuring an effort that is meaningful to them.

We urge your support and cooperation in this national endeavor to help children by improving family life. We are most grateful for your past assistance, and shall look forward to continuing our relationship for the benefit of North Little Rock youth.

Sincerely,

KENNETH J. PENNEBAKER
Program Committee Chairman

B. LETTER REQUESTING ATTENDANCE AT MEETING

Boys' Club of San Gabriel Valley
2740 Mountain View Road
El Monte, California 91732
(213) 442-5470

(sent to community groups,
child-serving agencies, and
school leaders)

Dear Mr./Ms. Jones:

As part of an overall national emphasis on helping children by improving family life, Boys' Clubs of America has been awarded a three-year grant by the U.S. Office of Child Development to sponsor programs related to Education for Parenthood. HELP-A-KID is our name for this effort to help teenagers prepare for effective parenthood by working with young children and learning about child development and the roles of parents. The Boys' Club of San Gabriel Valley is proud to take part in this national thrust.

Because we believe that the very best efforts for the youth of our community will be brought about through interagency cooperation and support, we are most eager for your involvement in the development of our program. On Tuesday, October 29 at 7:30 a.m., a continental breakfast meeting for community and school leaders will be held at the Boys' Club facility at 2740 Mountain View Road. We invite your assistance to help us develop our plan and activities. I believe each of us, our children and community have much to gain from a successful outcome.

Please RSVP to me at 442-5470 by Monday, October 28. We urge you to make every effort possible to be present.

Sincerely,

SHEILA MILLMAN
HELP-A-KID Coordinator

C. AGREEMENT (PROPOSAL) FOR FINANCIAL SUPPORT

THIS AGREEMENT, executed by and between the CITY OF EL MONTE, a Municipal Corporation, hereinafter referred to simply as City, and the EL MONTE BOYS' CLUB, a non-profit corporation, hereinafter referred to simply as Boys' Club;

WITNESSETH:

WHEREAS, Boys' Club is a non-profit corporation which provides behavioral guidance and promotes the physical, social, educational and vocational training and characterdevelopment of boys ranging from seven through sixteen years by programs conducted or directed by a professional staff of experts supplemented by volunteer workers and outside consultants; and,

WHEREAS, Boys' Club is located within the City of El Monte and renders a very large portion of its services to persons in the City of El Monte and all of its services to persons within El Monte and the surrounding communities; and,

WHEREAS, Boys' Club, being a non-profit corporation, is almost totally dependent upon public assistance and private donations; and,

WHEREAS, in the past Boys' Club has received funds emanating from the Office of Child Development, Department of Health, Education, and Welfare; and,

WHEREAS, the funds from said source have been expended and no more funds from said source are expected in the near future; and,

WHEREAS, the extent, diversity and effectiveness of the program of Boys' Club is dependent upon the availability of funds to finance the same and will of necessity be curtailed in proportion to dwindling revenues; and,

WHEREAS, it is in the best interests of City that the effective programs be continued by Boys' Club to assist the youth of El Monte to develop skills and behavioral patterns that will not only be a deterrent from anti-social conduct but will assist the youth of this community to become good and productive citizens;

NOW, THEREFORE, CITY AND BOYS' CLUB AGREE AS FOLLOWS:

1. That City will assist Boys' Club by paying to it the sum of $10,000.00, in nine monthly installments of $1,111.11, the first of said payments to commence upon approval of this Agreement and to continue monthly thereafter on the first day of each such month until the total of nine such monthly payments have been made.

2. In consideration of said payments to it by City, Boys' Club agrees that it will continue to provide for the youth of this community a program of behavioral guidance and promotion of the physical, social, educational, vocational and character development of boys of age seven through sixteen through programs directed by a professional staff of experts, supplemented by such volunteer works and outside consultants as may be available, and will develop and operate a six-faceted program for adolescent youth in El Monte designed to enhance the knowledge of themselves, to provide an awareness of others, especially younger children,

to increase an awareness of family influence, to help gain a better understanding of the responsibilities of parenthood, to develop an appreciation of factors influencing child development, to provide an opportunity to explore careers of working with children and to help the participants learn some skills of working with children. Said program shall consist substantially of a child development training program for teenage volunteers; a series of coed values clarification discussions for teenage members and their friends; a training program in varied aspects of "human survival," including child care and necessities related to food, clothing and shelter; a "Help-A-Kid" fair or open house dealing with problems which affect adolescent youth; a youth and parent counselling and visitation program aimed at resolving the problem of graffiti within the community; and increased involvement with the community agencies to reach and serve the social needs of teenage youth.

3. Boys' Club agrees to use the funds from City exclusively for the purposes and projects outlined in Paragraph 2 hereof.

4. To insure that the programs are conducted and moneys from City expended as required by this Agreement, Boys' Club agrees that at any time during the period of this Agreement, Boys' Club shall permit City's authorized agents or employees to inspect the financial records of Boys' Club and to audit all receipts and disbursements of Boys' Club when City requests permission so to do.

5. The term of this Agreement shall commence upon the execution hereof and shall continue until June 30, 1975 unless terminated at an earlier date as provided herein.

6. Either party to this Agreement may terminate the same at the end of any calendar month by giving at least 30 days advance written notice to the other party. In the event of termination by either party, City shall make the monthly payments hereinbefore specified for each month that the Agreement is in effect, but City shall have no obligation to make payments after the date of termination in accordance with the terms hereof.

7. Any notice concerning this Agreement may be given by registered or certified mail; postage prepaid, addressed to the respective parties hereto as follows:

To Boys' Club: El Monte Boys' Club
2740 Mountain View Road
El Monte, California
Attention: Clay Hollopeter

To City: City of El Monte
11333 Valley Boulevard
El Monte, California
Attention: Kenneth E. Botts

IN WITNESS WHEREOF, the parties have hereto caused the within Agreement to be executed this 8th day of October, 1974, by their respective officers therein duly authorized.

Signed for City: MAYOR
CITY CLERK
CITY ATTORNEY

Signed for Boys' Club: PRESIDENT
SECRETARY

D. SAMPLE ANNOUNCEMENT TO PRESS

HELP-A-KID PROJECT BEGINS AT BOYS' CLUB

During the coming months, hundreds of teenagers in (name of city) and surrounding areas will be offered an opportunity to learn about the responsibilities and rewards of family life and parenthood through a unique series of activities which are just beginning at the Boys' Club of (name of Club).

(Name of HELP-A-KID Coordinator) is serving as coordinator for the Boys' Club's HELP-A-KID program. The local effort is part of Boys' Clubs of America's national thrust to improve the quality of family life and help prepare teenagers for their future life roles and responsibilities. It is part of a national Education for Parenthood program sponsored by the Office of Child Development of the U.S. Department of Health, Education, and Welfare. Boys' Clubs of America was one of seven national youth-serving agencies to receive grants for this purpose.

The (name of local Boys' Club)'s activities will be designed to give adolescents a better knowledge of themselves; an increased understanding of others, especially younger children; an increased awareness of the importance of family influence; a better understanding of the responsibilities of parenthood; an appreciation of factors influencing child development; an opportunity to explore careers in working with children; and a knowledge of skills involved in working with children.

(Name of coordinator) is holding a series of meetings with local school administrators and community agency officials to begin marshalling support for participation in the program, which will be tailored to the needs and interests of local teenagers and the availability of community resources. The project will not be dependent on the community for money, but will seek numerous volunteers to aid with various aspects of the program.

The HELP-A-KID effort will be aimed primarily at Boys' Club youngsters ages 14 through 18 to help them prepare to make meaningful decisions related to parenthood by working with young children and learning about child development and the role of parents. Girls and non-Boys' Club members will also be included in certain phases of the multi-faceted program.

(VARY THE FOLLOWING ACCORDING TO LOCAL ACTIVITIES SPONSORED)

Local HELP-A-KID activities will include a formalized and regularly conducted in-service training program for teenage program staff or assistants, enhancing their skills at working with children. Resource people, including local parents, teachers, doctors, social workers and others in the field of child development will serve as volunteer instructors.

Other programs will include a series of weekly visits to institutions and organizations that serve younger children to learn about career possibilities. Older teenagers will be encouraged to serve as volunteers in such organizations. The Boys' Club will also train teenagers to provide effective babysitters for the community, and teach the young people other aspects of "human survival." These will include consumer education, first aid and home fix-it skills.

In another phase of the program, teenagers will form coed rap groups to discuss the changing values of young people today, especially those connected with the institution of the family. They will visit adoption agencies and group homes, and talk with case workers, marriage counselors and ministers. The rap sessions will help them explore their values related to male-female relationships, marriage and parenthood.

Finally, the project will also encourage groups of teenagers to provide short-term service at the Club and in other agencies through such special projects as parties for handicapped children, holiday programs at hospitals, and serving as tutors and big brothers and sisters for younger Boys' Club members. Some participating teenagers will be asked to share their experiences with others by making small presentations before school classes and community groups.

For more information on the HELP-A-KID program and specific activities, contact (name of coordinator) at (phone number).

# # #

2

HELP-A-KID

Emphasizing Child Development Principles through

JUNIOR STAFF IN-SERVICE TRAINING

(including an introduction to Dr. Thomas Gordon's *Junior Staffer Effectiveness Training)*

BOYS' CLUB

HELP-A-KID

Prepared by
BOYS' CLUBS OF AMERICA
National Manpower and
Program Services

Sponsored by
U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Child Development
Grant OCD-CB-459

HELP-A-KID Junior Staff In-Service Training At-a-Glance

Age Group: 15- to 18-year-olds

Background: Continuing jobs, paid or volunteer, at the Boys' Club

Optimal Size of Group: 10 to 15 members

Length of Programs: Seven weeks, with periodic followup

Length of Sessions: One and one-half hours

Place: Boys' Club small meeting room

Personnel: Boys' Club staff, plus community resources

Supplementary Programs: Junior Staffer Effectiveness Training
Work experience at Club

Lead-in Time: Three to four weeks

Necessary Expenses: None

Reason for Participating: Required for job

Key Concepts:
*Conveying aspects of child development serves as foundation for program
*Supplement for overall Junior Staff training program
*Incorporate suggestions of participants
*Staff knowledge and support of training for teenagers
*Junior Staff placed in responsible jobs after training

Copyright 1975, Boys' Clubs of America

TABLE OF CONTENTS

Introduction 4

Program Participants 5

Objectives of Training Program 7

Structure and Content 7

Resources 8

Extended Club Training Opportunities (including Junior Staffer Effectiveness Training) 9

Recognition 11

Practical Experience Following Training 11

Promotion and Publicity 13

Adaptation to Other Junior Staff Training 13

Key DO'S and DON'TS 14

Basic Checklist 15

Using the Session Content Suggestions 17

SESSION ONE 18

SESSION TWO 22

SESSION THREE 24

SESSION FOUR 26

SESSION FIVE 29

SESSION SIX 32

SESSION SEVEN 36

Supplementary Session Suggestions 39

APPENDICES 40
  Questionnaire to Identify Interests and Problems
  Certificate for Completing Course
  Course Evaluation Form for Participants

HOW DID YOUR HAK JUNIOR STAFF PROGRAM GO ? ? 47

Introduction

Stimulating the development of ongoing training programs for teenagers who regularly work in the Boys' Club is one of the major elements of the overall HELP-A-KID program. Boys' Clubs have traditionally engaged older youth, on both a paid and volunteer basis, as Junior Leaders (program aides or assistants). Initial training for their specific responsibilities and some staff supervision are usually provided. Few formalized, continuous training programs have been developed, however, and even fewer take as their central point of focus the teenagers' abilities to relate well with younger children and others at the Club. This booklet is an attempt to fill that void.

It should be understood that the suggestions contained here would only constitute a part of an ideal, ongoing in-service training program for Junior Staff -- the part emphasizing the type of child development knowledge and skills that would assist older youth in their jobs. This booklet is not meant to be a complete manual for Junior Staff training programs, but may well serve as the basis around which a Boys' Club might develop its own program, according to the needs and interests of its own teenagers.

An Executive Director must be committed to the principles and benefits of in-service training in general if the Junior Staff program is to take on any real meaning. He must encourage a climate in the Boys' Club in which Junior Staff members are given respect, along with expectations and responsibilities. With other staff members he should make every effort to place the teenagers in worthwhile jobs where they will be able to utilize the skills they have learned.

Since Junior Staff are utilized to perform many functions throughout all Boys' Club departments, and therefore come under the supervision of most adult staff members at one time or another, it is especially important that adult staff be involved in the design and implementation of Junior Staff training efforts. They will have key contributions to make about the type of problems the older youth experience in their jobs, and may well be able to suggest topics or resources for sessions to deal with these. In addition, they can encourage the Junior Staff or other teenagers they know to take part in the training program, and may well have feelings about its timing and structure so that it does not conflict with their own activities.

The most critical reason for involving adult staff, however, is based on the ongoing relationships they will have with the teenagers after the formal training is over. At most of the first-year HELP-A-KID pilot sites, the trained Junior Staff soon complained that the skills and knowledge they had just acquired were put down or not utilized by the adults. The HAK Professional Staff In-Service Training component (Booklet 6) has been designed to prevent this occurrence as much as possible, but nevertheless all Boys' Club adults should be aware of the content and direction of Junior Staff training.

As with all HELP-A-KID materials, the contents of this booklet are suggestions for the Boys' Club professional who works with teenagers and/or coordinates the Junior Staff program. The prime data for developing session topics should be obtained from the Junior Staff themselves at an initial brainstorming session. The Teenagers should be helped to understand, however, that this part of their training will relate to their relationships with younger kids in the Club and others, and that they should focus their suggestions on this area. Once the teenagers have voiced their feelings and opinions, the group advisor can refer to this booklet for ideas, concepts and flow of information.

The thoughts contained here were developed as a direct result of Junior Staff training programs which took place at the HELP-A-KID pilot site Boys' Clubs. Seven sessions are suggested as a core for the child-development-based training, along with a brief description of several other sessions which might be added to round out the program. Most topics are presented in outline form merely to provide a thought flow and quick reference for the Boys' Club adult or community resource who develops the subject with the group. The only continuing emphasis is on conveying the child development information and techniques which support the surface topic.

Program Participants

Throughout this booklet, the term "Junior Staff" is used to represent any regular teenage worker, either paid or volunteer, who has an ongoing commitment to job responsibilities at the Boys' Club. Each Boys' Club will have to determine for itself which teenagers might benefit most from the program. It is suggested that training groups contain between 10 and 15 members, and in smaller Clubs perhaps the number of regular Junior Staff will have to be supplemented by other youth.

As a drawing card to encourage participation, it is suggested that the training program be presented as a requisite or pre-requisite for employment (paid or volunteer) at the Boys' Club. Once the Junior Staff have developed into a group and begin to experience mutual respect and trust, this outside "stimulation" for attendance will probably not be necessary. The teenagers should thoroughly understand how the program will help them in their current jobs and how it might prepare them for a better opportunity with more responsibility in the future. If more than one HELP-A-KID activity is being initiated, the Junior Staff training will also have carry-over value for other programs in which they are likely to be involved.

At the HELP-A-KID pilot sites, it was discovered that the best results were achieved when the training program was conducted with a more mature group of 15- to 18-year old high school students. Younger teenagers often proved disruptive to the group when they were not ready to handle the information or techniques being discussed. Age is not as much a factor as is the ability and readiness to become involved in this type of training, and program coordinators should keep this in mind when forming a group.

The first meeting will be especially important for setting a climate for the entire Junior Staff training program. The teenagers as a group may go through an initial period of testing the program coordinator's sincerity and commitment by exhibiting various "acting out" behaviors. Their feelings must be accepted, but at the same time it should be clearly indicated that behavior disruptive to the group will not be tolerated. To minimize or avoid acting out behavior, certain rules and conditions should be presented to the group at the outset, clearly defining guidelines for maintaining safety and harmony at Junior Staff meetings. At the first gathering, the group as a whole should discuss how to deal best with a group member who is unduly antagonistic or disruptive, frequently absent, or consistently late. This peer involvement will shift responsibility from the program coordinator to the Junior Staff members themselves.

The three Boys' Clubs which sponsored Junior Staff training during the first year of the HELP-A-KID program field-tested three different approaches to the composition of training groups: all teenagers from one Boys' Club, teenagers from all units of a larger Boys' Club, and teenagers from a number of different smaller Boys' Clubs located in the same geographic area. Without doubt, the program is easiest to conduct when all teenagers are from the same Boys' Club as they tend to know each other better and are able to become a group faster. This also saves transportation problems and difficulties in finding a mutually convenient time for the training.

In order to provide a greater diversity among participants, however, some larger Boys' Clubs may want to attempt to form a group representative of all their units. The teenagers involved should understand that they will be getting together with other youth who have jobs similar to theirs and will have a chance to rap about their mutual feelings and problems.

It is recommended that the "cluster" idea be tried only when the program coordinator has enough time to lay the necessary groundwork for inter-Club cooperation and to arrange for the transportation of participants. The pilot site teenagers were not really comfortable in a once-a-week session with kids from other Clubs, and this prevented the group from inter-acting as well as it might. The opportunity to become involved with teenagers from other Boys' Clubs is a worthwhile concept, however, and if this type of training is attempted care should be taken to form as homogeneous a group as possible.

Many Boys' Clubs have obtained Junior Staff members through the Neighborhood Youth Corps program -- either by asking for NYC slots to be assigned to the Boys' Club or by having qualified Boys' Club teenagers placed on NYC rolls. As the result of Revenue Sharing, NYC now falls under Title I of the Comprehensive Employment and Training Act (1974), and local units of government administer these funds through designated representatives.

Boys' Clubs sponsoring HELP-A-KID Junior Staff In-Service Training programs might check with their local NYC administrators to see how many teenage enrollees have been placed at youth-serving agencies similar to Boys' Clubs. Often these agencies do not have the time to train or properly orient the NYC workers. As an expression of interagency cooperation, Boys' Clubs might invite these NYC teenagers to participate in the HAK training program since the type of information shared will directly relate to their jobs. Perhaps NYC administrators can arrange to have enrollees paid out of NYC funds for the hours spent in the Boys' Club training program. This will provide an incentive for the teenagers to join and complete the HAK activity.

Objectives of Training Program

In general, the HELP-A-KID Junior Staff In-Service Training program is designed to:

*shift the emphasis in employment from "using" Junior Staff members in the Boys' Club to "humanizing" teenagers for their future lives

*increase the teenagers' skills for working with younger children and others in the Boys' Club through an understanding of basic principles of human development

*provide a feeling of self-worth for older youth who might not have other opportunities to feel good about themselves

*help teenagers develop leadership ability and positive work habits

*give older youth a real sense of belonging to the Boys' Club staff

*build up and develop the Junior Staff as a functioning group within the Boys' Club

*strengthen the image of the Boys' Club as a professional social agency

Structure and Content

In setting up a HELP-A-KID Junior Staff training program, three to four weeks at the beginning should be set aside as planning time for attracting participants, involving staff and securing community resources. Junior Staff members should fill out HAK Participant Registration Forms as described in Booklet #1, and at this time rap with the program coordinator about their interest in the program, what topics they might like to see included, how long the program might run, etc. It is suggested that a verbal "contract" be made with each participant to attend the core group of sessions, with the option of dropping out or revising the schedule after that time. It is difficult for teenagers to live up to a continuing commitment for an extended number of weeks, and the contract idea always keeps the end of the program in sight.

Although the suggested topics in this booklet and those which the teenagers will add no doubt could be developed into lengthy presentations, it is strongly recommended that Junior Staff training sessions last no more than one and one-half hours. Interest seems to deteriorate rapidly after that period of time, no matter what the topic. It is also important, as has been stated, that either before or during the first session the program coordinator ask the Junior Staff what types of job-related problems they have and what they'd like to learn more about. One of the pilot sites prepared a questionnaire which the older youth completed before the training program began. (See Appendix)

The same site sponsored a pre-course planning meeting with a representative group of teenagers to have them decide for the rest of the group what would take place.

These suggestions from the participants should be respected, and although the teenagers should be helped to realize all topics cannot be used, many will be original and creative and every effort should be made to work them into the program.

Timing for the Junior Staff In-Service Training sessions should be the joint decision of the Club's Executive Director, adult staff and teenage participants. Each Club must make this decision based on its own schedule, but possibilities include: when the Club is otherwise closed, at a normally "slow" time (so Junior Staff can be easily excused), on Saturday morning before the Club opens, after the Club closes one evening, or during hours when the Club is only open for teenagers (if these exist). The teenagers should obviously be involved closely so the timing conflicts as little as possible with school schedules, social gatherings, family dinner hours, etc.

As with all HAK programs, sessions should be as participatory and experimental as possible, with lots of small group and team discussion and a minimum of lectures. Problems the kids face in their lives and jobs should be incorporated often to make the content relevant. Community resource people who might be involved for only one session during the program should be thoroughly briefed on the nature of the HAK effort and the training techniques which are most effective with the particular teenagers involved.

It is ideal to view any in-service training program as a continuous, year-round effort. This can be achieved if the six or seven weeks of core HAK training is followed with periodic Junior Staff meetings every two weeks or once a month. At these gatherings, the youth can rap about how the training is being applied to their jobs, and the program coordinator can perhaps arrange to incorporate one of the suggested supplementary topics. It is helpful to have the teenagers maintain their relationship as a group in an informal manner as long as they are willing. In addition, some social events should also be included. The Junior Staffer Effectiveness Training program described below may be involved as part of a continuous training effort.

Larger Boys' Clubs with a great many Junior Staff or those with a heavy turnover of teenage members may want to schedule a core HAK Junior Staff In-Service Training program two or three times during the program year to involve as many youth as possible. The capability for this type of year-round effort will obviously be based on the amount of staff time available for organization and implementation.

Resources

The financial requirements for conducting a HELP-A-KID Junior Staff In-Service Training program are minimal. If possible, it is strongly advised that the Boys' Club consider the training time of paid Junior Staff members as part of their employment, just as adult staff members continue to receive salaries while attending national or regional meetings and conferences. The small cost for office supplies can be part of the Club's operating budget, and a small amount might be set aside for cokes and potato chips during or after the meetings.

Adult staff members will be best qualified to conduct several of the Junior

Staff training sessions (such as the orientation, Boys' Club philosophy of working with children, relationships within the Club),but specialists should be sought from the community for those topics which require concentrated knowledge in a specific area. This will also provide some variety to help maintain the teenagers' interest. Some of the community resource people used by pilot site Clubs included: Boys' Club alumni working in a field related to the program, a psychologist to discuss personal motivation and relating to others, an educator to discuss the abilities of younger children at different ages, and a nurse to discuss common health problems of elementary school children. If possible, community personnel might be asked to bring along current films or other audio/visual material related to their topic to help stimulate discussion.

Junior Staff training should be conducted in a room that is as far away from the rest of the Club activity as possible, especially if the Club is open to younger members at the time. If the meetings can be held away from the Boys' Club completely, success may be even greater. The setting should be informal, with chairs arranged in a circle or whatever other style may be desired by the person conducting the training. The room should be brightly lit, well ventilated, and hopefully convey an atmosphere of warmth and intimacy. Some Boys' Club libraries may be most appropriate for this purpose. If possible, a blackboard or flipchart should be available in case the trainer wishes to make a graphic presentation.

Extended Club Training Opportunities

The teenagers should feel that ongoing training is a basic part of their job at the Boys' Club, and that the Club is concerned with their continual development as employees and, more importantly, as people. Suggestions were made above for following up the care HAK program with periodic meetings of the group to discuss other topics or concerns.

An intricate part of Junior Staff training initiated at first-year pilot site Boys' Clubs was an adaptation of Dr. Thomas Gordon's Parent Effectiveness Training to the needs and interests of older Boys' Club youth. This ten-part program, called Junior Staffer Effectiveness Training, centered on the development of communications skills, conflict resolution abilities, and other techniques for establishing effective human relationships. During the initial year it was conducted on a field-test basis at the pilot sites by members of Dr. Gordon's organization.

Following this experience, the content of J.S.E.T. was revised and is now available as a packaged program for all youth workers who deal with small groups of teenagers. An order form is included in the HELP-A-KID Program Development and Activities Guide.

Designed specifically for 15- to 18-year old youth who serve as Junior Staff members of Boys' Clubs, the accent is on the teenager and his specific problems. It enables these youth to develop the ability to establish and improve their relationships with others. They learn how to get their needs met and to do their jobs, while at the same time those with whom they relate have their needs met, too. The material is heavily experiential and aimed at the gut -- openness and honesty prevail and parts aimed at the head are short and to the point. Topic matter centers around their relationships with their peers and the authority figures in their lives.

As described by Effectiveness Training Associates, which Dr. Gordon heads, the most important characteristics of Junior Staffer Effectiveness Training are:

1. It is issue-oriented. Course material is divided into a number of specific issues, each of which is important to youth in the target age group. These issues attract the interest of youth, provide the focus for discussion of attitudes and skills, and apply these attitudes and skills to everyday life.

2. Each session stands alone. Sequential dependencies in the course are minimized -- that is, there is no development of a hierarchy of skills, each dependent on earlier skills. New participants can therefore be introduced at any session, providing that the process of incorporating them into the group and building trust takes place.

3. Material is prepared so that it can be taught by staff members of the organization with which the youth are associated. A prior relationship will therefore exist between session leader and youth participants.

4. Each session is a process-oriented experience in discovering the impact of a particular skill on everyday life. The overall impact of the program is to build up a body of attitudes, awareness, and skills necessary to practice congruent communication as a continuing capability.

Each session in J.S.E.T. is designed to last approximately two hours, centers about one issue, and covers the development of one or more attitudes and skills. Important skills are covered several times, and the complete series covers all of the skills Dr. Gordon recommends in his programs for adults. The outline for the program includes:

Kickoff Session: Orientation and Motivation

CLUSTER A -- PEER RELATIONSHIPS

Session 1: Helping Your Friends
Session 2: How to Get Help From Your Friends
Session 3: How to Deal with Behavior You Don't Like
Session 4: Dealing with People Different from You
Session 5: Being Creative with Your Friends: Brainstorming

CLUSTER B -- PEER RELATIONSHIPS IN STRESS

Session 6: Coping with Stress
Session 7: Standing Up for Yourself
Session 8: Dealing with Anger
Session 9: Dealing with Peer Pressure
Session 10: Fights without Losers

CLUSTER C -- RELATING WITH PERSONS IN AUTHORITY

Session 11: Postures for Coping with Power
Session 12: Dealing with Authority Figures

Session 13: Being Straight in Your Family
Session 14: What Kind of Parent Will You Be?

CLUSTER D -- BEING STRAIGHT WITH YOURSELF

Session 15: Dealing with Your Feelings
Session 16: Values and Values Conflicts
Session 17: Knowing Your Needs
Session 18: Changing Ourselves

Administrators and program staff members of Boys' Clubs asked to formally participate in the second year of the national Education for Parenthood effort are being trained themselves in J.S.E.T. skills and will be introducing this method of establishing relationships into the operation of their organizations. Youth who subsequently participate in programs at these Clubs will experience the skills in action and will therefore also learn through modeling. It is hoped this training to conduct J.S.E.T. will be available nationally in future years. Until that time, program materials may be obtained by contacting: Effectiveness Training Associates, 110 South Euclid Avenue, Pasadena, California 9110.

Since Junior Staffer Effectiveness Training is only available through purchase, it should be understood that it is not meant to replace the HELP-A-KID child-development-based Junior Staff training discussed in this booklet, but should rather serve to broaden and intensify this program in those Boys' Clubs having the means to become involved. J.S.E.T. can easily be used with any group of teenagers in an ongoing group situation.

Recognition

To emphasize the fact that Junior Staff members have been involved in a valuable learning experience as well as to acknowledge their motivation and commitment, it is most appropriate to recognize the group in some way after completion of the initial HAK training sessions. A suggested certificate which might be adapted for this purpose is included at the back of this booklet. The teenagers who participated in the pilot Junior Staff training experiences were proud and pleased to receive this tangible recognition of their efforts. Inexpensive certificates might be made locally through a small job printer, or can be ordered through Boys' Clubs of America's Supply Service catalog.

If possible, it would also be appropriate to sponsor some type of social event or field trip for the group after the program is over. This might give the teenagers something to work toward or look forward to.

Those community agency personnel who participated in the program by serving as resources or discussion leaders for individual sessions should also be recognized. If no funds are available for a tangible memento, a letter from the Board President acknowledging their contribution to the HELP-A-KID program would be most appropriate.

Practical Experience Following Training

For the HELP-A-KID Junior Staff In-Service Training program to have lasting effects on its participants, the in-class sessions must be followed with some practical job assignments involving children around the Club. One of the major commitments an Executive Director must make to this program to give it meaning is that he will do everything possible to insure that Junior Staff will be given responsible jobs and increased respect around the Club as the result of their experience.

To assist this process, the program coordinator should make all adult staff members aware of the principles the teenagers are learning from week to week. This will help professional staff to further strengthen these with the Junior Staff as they work with them on a daily basis. Perhaps a different adult staff member could attend each of the training sessions on a rotating basis. The older youth might be given some type of assignment to observe or work with younger members in a specific way from session to session, and the adults involved should be thoroughly briefed on what is taking place. This sharing of information should be a key segment of weekly adult staff meetings.

After the training course was nearly over at one of the pilot sites, participants were asked to list the areas of the Boys' Club where they might like to work or volunteer. These requests were considered and followed wherever possible. If there are enough Junior Staff members, it would be helpful to have them assigned to specific areas of the Boys' Club in teams of two. This will enable the teenagers to be supportive of each other as well as to critique the skills at working with children which both have learned. At one pilot site, a team of Junior Staff members completely organized and supervised a series of games room tournaments for younger boys, and another team was placed in charge of the arts and crafts program which previously had not been functioning. It is most important that all adult staff members provide them with encouragement, verbal recognition and professional respect for such efforts.

Another pilot site worked out arrangements with nearby Boys' Clubs to exchange Junior Staff teams between Clubs after the program was over so that the youth could have an appreciation of how another Boys' Club operates. This might also be worked out among units of a larger Boys' Club.

Newly trained Junior Staff members might be given the responsibility for helping with the orientation of specific newcomers to the Boys' Club, and could also serve as assistants for special events or trips for younger members away from the Club. At one pilot site several older youth became interested in setting up an ongoing group club for younger members, developed the program, and conducted club meetings on a weekly basis.

As the individual interests of Junior Staff members are expressed throughout the training program, the program coordinator should be alert for any other types of training or activities which might be of interest to specific teenagers. Even the opportunity to rap privately or in small groups about a special area of interest may be helpful to a young person who is trying to decide how he/she feels about things.

Program coordinators should rap with the teenagers at the end of each training session to get a readout of their feelings about what has taken place. An easy evaluation indicator is reflected by the enthusiasm of the participants.

At the last session of the core training program, it would be helpful to have the Junior Staff make an informal evaluation of the entire effort in regard to how it met their needs and interests and is of use to them in their jobs. At this time it would be good to also ask about areas in the Boys' Club where the teenagers would like to work. A form for this purpose which was developed by one of the pilot sites is included in the Appendix as a sample.

Promotion and Publicity

Once the coordinator and Junior Staff members have decided on topics for their HELP-A-KID training program and resources have been obtained for specific sessions, local news media should be contacted about what is taking place and the nature of the training the young people will receive. After the course is over, a brief story should again be submitted, along with the names of those who have successfully completed the program.

Since the Junior Staff In-Service Training program is conducted for a specific group, not much publicity is needed to attract other participants. If more teenagers must be added to a Club's Junior Staff even to have the minimum number recommended for this group program, other Club members who are interested in working with children might be invited to participate. Until a group feeling is developed, the program coordinator should be ready to contact all members by phone before each session to encourage them to attend.

Adaptation to Other Junior Staff Training

Several Boys' Clubs of America Regions throughout the country currently sponsor some type of periodic conference for Junior Staff members from area Boys' Clubs. This type of training activity, along with all other Regional training events, is now under the direction of Boys' Clubs of America Regional Manpower Development Committees. As the HELP-A-KID thrust achieves wider recognition and HAK activities are adapted by more and more individual Boys' Clubs, the Regional Junior Staff programs may consider a periodic highlighting of the HAK emphasis.

A number of specific Boys' Clubs have designed and are utilizing an overall Junior Staff training approach that is much more sophisticated than what is offered here. Hopefully they will be able to incorporate the HELP-A-KID thrust into their efforts so that there will be as much emphasis on developing relationships as there seems to be on acquiring other skills. Boys' Clubs which these HAK materials cause to get on the Junior Staff training bandwagon should contact their Regional Manpower Development Committee to find out what else is currently being done in their area.

Key DO'S and DON'TS for HAK Junior Staff In-Service Training

All adult staff responsible for organizing or implementing Junior Staff Training which reflects the HELP-A-KID thrust should keep the following in mind:

DO . . .

... have adult staff involved in planning and implementation of training program
... keep Junior Staff groups more or less homogeneous in terms of age-range, background and need
... use an open, rap-session format to convey information
... have a casual, informal physical set up in a private room
... bring in outside discussion leaders from community agencies whenever appropriate
... have thorough discussions with community trainers about the kind of program you want
... be informal, relaxed and friendly
... encourage teenagers to share experiences, feelings, ideas
... concentrate on problems and relevant, real-life examples relating to teenagers on the job
... elicit feedback and suggestions from the group
... make the activities as varied and stimulating as possible
... guide the sessions by periodically re-stating the issue at hand and summarizing what has been said
... help the group recognize and evaluate the procedures involved in effective problem-solving and decision-making
... utilize techniques such as role playing and brainstorming as often as possible
... have recognition of participants at end of program
... treat trained Junior Staff with professional respect

DON'T . . .

... try to start the program without having enough planning time to make contacts with staff, participants and community resources
... permit immature, younger youth to participate in the program with older boys and girls
... manipulate, coerce or dictate behavior
... lecture to group or "teach" material
... put down teenagers' suggestions or criticisms of program
... try to include too many diverse topics in the HAK Junior Staff program (design an expanded training course to cover other areas)
... have individual sessions last too long
... forget to formally thank all those who conduct sessions during the training program

Basic Checklist for Organizing a HELP-A-KID Junior Staff In-Service Training Program

The following checklist should not be a substitute for closely reviewing the material in this booklet, but it can serve as a ready reference for the professional staff member responsible for setting up the Junior Staff training program.

___ Read *HELP-A-KID Program Development Guide* (Booklet #1) and review Basic Checklist for Organizing a HAK thrust in a Boys' Club; complete any necessary steps.

___ Suggest instituting HAK Junior Staff In-Service Training program at meeting of professional staff; get ideas on topics, timing, teenagers to include.

___ Secure Executive Director's commitment to giving Junior Staff members responsible positions in the Boys' Club after training is over; find out if it is possible to pay teenagers for their training time.

___ If desired, purchase Dr. Thomas Gordon's *Junior Staffer Effectiveness Training* materials for ideas and supplementary topics.

___ Invite individual Junior Staff members to participate in program; have them fill out HAK Participant Registration Forms and rap about topics they would like to have included and timing for sessions; ask for verbal "contract" to attend core group of sessions.

___ Call meeting of whole group or representatives of group to settle on topics, activities, and flow of program.

___ Set up schedule for entire program and obtain commitments from Boys' Club staff and community resources to participate in certain sessions.

___ Decide on best location for the training.

___ Announce program to news media.

___ Call participants to remind them of first session.

___ Meet with session trainer to brief him/her about Junior Staff and desired direction of content.

___ Prepare or obtain any materials needed for the session.

___ Hold the session; rap with teenagers at the end about their likes, dislikes.

___ Formally thank staff member or community resource, if used.

___ Report to entire adult staff about content of session and how teenagers will be following up during the week.

(Repeat above six points for all sessions scheduled.)

___ Present certificates to participants at last session; ask them to make an overall evaluation of the program and list the areas in the Club where they'd like to work.

___ Hold social event for participants.

___ Plan periodic follow-up for core training program and schedule Junior Staff members for team experience, inter-Club exchange, specific job responsibilities, etc.

___ Announce end of program and participants names to local newspapers.

___ Work closely with Junior Staff regarding their job responsibilities as they gain experience in dealing with younger boys.

___ Complete "How Did Your HAK Junior Staff Program Go?" form at the back of this booklet and forward to Boys' Clubs of America.

USING THE SESSION CONTENT SUGGESTIONS

The following suggestions for session content give a broad overview of the type of material that can be developed around a single topic. They are not intended to be "class plans," as individual sessions would become too long to hold the teenagers' interest. Program coordinators should pick and choose those ideas and exercises that are most relevant for their particular course participants. Suggestions are included for:

*Major Objectives (outcomes to be achieved by the session)

*Important Concepts (thoughts and HELP-A-KID points of view to convey to the young people)

*Questions to Pose (ideas to spark discussion on the concepts)

*Training Techniques (things the adult leader might do to transfer the concepts and involve the participants)

*Suggested Resources (people or materials to include in the program)

*Type of Follow-up (ideas to keep teenagers involved with the program in-between sessions)

*People to Check Out (possible sources for additional help or ideas)

*Helpful Info (related concepts or materials for the leader to review)

*Session Brighteners (audio/visual aids to highlight meetings)

SESSION ONE

Title: GETTING ACQUAINTED AND SETTING OUR COURSE

Major Objectives:
- *to have Junior Staff members get to know each other and become a group
- *to introduce nature of HELP-A-KID training to the group
- *to determine the concerns and problems with which the group wants to deal

Important Concepts:

1. Junior Staff need the opportunity to become acquainted with adult staff and with each other.
2. The program will deal with Junior Staff jobs and concentrate on their knowledge of the people they work with, not necessarily what they do.
3. Junior Staff are important to the successful functioning of a Boys' Club.
4. The teenagers already know a lot about what kids are like from their brothers and sisters or just from being around the Boys' Club. We're building on this.
5. Junior Staff members should see themselves as a team who can help each other.
6. The Boys' Club staff is serious about wanting to deal with the concerns of the Junior Staff and help find solutions.
7. It is likewise expected the teenagers will be serious about the program and actively become involved in their own way.
8. The Boys' Club will:
   - give them more responsibility as a result of the training
   - help them learn new skills for dealing with each other and with children
   - provide opportunities for the group to enjoy different types of experiences together
   - clearly define the responsibilities of the Junior Staff and their relationship to the adult staff
   - recognize in some way those who complete the program
   - pay Junior Staff for training (if possible)
9. It is expected the Junior Staff will:
   - attend every session -- and on time
   - take an active part in the program's activities
   - try to improve in their jobs and in the ways they deal with kids around the Club
   - listen to each other and offer suggestions for help where possible
10. The more interaction there is among group members, the more successful and fun for all the program will be.

Questions to Pose:

1. How should we as a group deal with individuals who do not fulfill the expectations for the program (skip too many sessions, goof off, etc.)?
2. What problems or concerns relating to your Junior Staff jobs might be discussed during this training program (problems with staff, with each other, with kids in the Club)? How should we deal with these (be prepared with specific examples to get discussion going)? What other topics would you like to talk about?

Training Techniques:

1. At the beginning, have each individual introduce himself/herself to the group and share whatever information he/she wants (e.g., how long he's been a Club member, what his Junior Staff job is, etc.).

2. Throughout the explanation of the HELP-A-KID program and the Junior Staff training, invite lots of questions from the group.

3. Game #1: Describing Myself ... and Remembering You
All present sit in a circle. The program coordinator explains: "Each of us will choose a word that describes us and starts with the same letter as our first name -- for example, I'm Basketball-loving Bob." He then asks the person on his left, "Who are you?" That person repeats what the coordinator said and adds his own: "You're Basketball-loving Bob and I'm Gorgeous George." He then turns to the person on his left and asks, "Who are you?"

   Each person begins with the coordinator's name and adds all the others who preceded him before giving his own. Near the end it may sound like: "You're Basketball-loving Bob, you're Gorgeous Geroge, you're Shy Sheila, you're Jovial John, you're Clever Clay, you're Amorous Anne, you're Meddling Mike, and I'm Brainy Bill." Not only does this help Junior Staff members to remember each others' names, but it is also likely to produce laughter, loosen people up, and begin to bring the group together. Anyone who can't remember a name can be told by the Group, but he has to then go back and start at the beginning of the list.

4. Game #2: What's It Like to Be Little
The purpose of this exercise is to help Junior Staff members think about what it feels like to be a younger child. Have the group break down into teams of two. One person becomes A (adult), the other C (child). All C's sit down on floor next to A's, who are standing. First, each team should just look at each other in silence a few moments and think about how it feels in the role they're in. Then C pretends to spill coke and A gets mad. In a mad tone, A asks C to clean up coke. When he doesn't do it, A pulls C's arm to try to force him. This makes C even more stubborn. Then A pats C on head and asks nicely.

   Now A and C should exchange roles and go through the exact same exercise. Afterwards the whole group should come together and discuss what it feels like to be little, how it feels to be big, how it feels to give orders, to take orders. Are the Junior Staff aware of these types of feelings as they deal with younger members in the Club? This is the kind of thing this program will help them think about.

5. Game #3: Building Trust and Exchanging Ideas
This game points out the importance of trust in our lives and causes Junior Staff participants to work together as a group. If cokes are not available, the group might play for chips to be turned in at the canteen or for whatever else the program coordinator can obtain.

   Have those present divide into two even groups. Give the following instructions: Each group will have nine opportunities to choose a color, either red or black. The choices are worth cokes. Here's how it works: If both groups choose black, both get three cokes. If one group chooses black and the other red, the "red" choice gets five cokes and the "black" choice loses five cokes. If both groups choose red, they both lose three cokes. Explain this as many times as necessary until everyone understands.

After the basic scoring procedure is understood, tell the whole group that there are two simple rules: to get as much coke as you can, and not to hurt anybody. Each sub-group goes to opposite sides of the room to select a leader in any manner they wish and to write their first choice on a 3x5 card. The leader brings the card to the program coordinator who announces the result. It is important that the two groups not know what each other is doing.

After the fourth attempt at color choosing, the program coordinator should ask the groups if they wish to negotiate -- that is, to pick one person from the other group to switch sides. After they've decided whether or not to negotiate, announce that the next choice is worth three times as many cokes. Finish the remaining rounds, and then discuss what took place.

What role did each person play in the group (leader or follower)? How did group members feel about their roles? What was each group's strategy, i.e., how did they decide what color to choose? Did each group fulfill the game rules? How? Did each group trust the other group? How did the group treat the "minority" voice in its midst? Points to stress: Trust and cooperation were essential if both groups were to benefit. Most human relationships today, however, lack trust and cooperation (give examples: politics, business, ordinary friendships). As a result, we find it difficult to trust because we are afraid the other person won't keep his word or that we are not being told the truth. The way to break this chain is to keep one's word and to trust others to keep theirs.

Suggested Resources:

Program coordinator as discussion leader, with Executive Director and/or other adult staff members on hand to express and demonstrate their feelings about the importance of the program.

Type of Follow-up:

Each person remembers three problems or situations which give him/her trouble on the job during the coming week. Announce what kind of topic the group will discuss at the next session (as the result of brainstorming).

Helpful Info:

The following details some of the specific needs shared by almost all group members the first time they are brought together:

1. They want to know who is who. Who are the other members? Why are they in the program? How do they compare in terms of background, job function, school, and place in the community?

2. They want to know where they fit in. Can I keep up my end in the discussion? Will I have to carry the program? Will it be over my head? What do the other members have to offer me?

3. They want to know what is expected of them. How much time will I have to spend on outside work? What is expected of me during the sessions? Can I sit and listen or must I talk? Am I expected to take part in setting the goals, or is all this arranged before the program starts?

4. They want to know what they can expect from the leader. To what extent will the leader really run the program? Will he/she share and distribute leadership responsibilities? What can the leader offer to the group in terms of background, knowledge, information, counseling, personal advice and assistance? What kind of a person is he?

5. They need to understand the goals and the objectives. What are the real goals of the training program? Are they entirely pre-determined or can they be altered? Are there any hidden agendas? What criteria have been set for success in the program? What content and subject matter will be covered?

6. They need to feel at ease. Since any new situation produces some fears, doubts and anxieties, the members of the group need to feel accepted and wanted as soon as possible; they want to feel that they are "part of a group."

7. They need to feel identified with the program. Members of the group will want to feel that the program has value for them as individuals, that they have a place in it, and that they will miss something important by not being involved in it on a continuing basis.

8. They need to be stimulated mentally. In addition to personal and emotional acceptance, members of the group should have at least one challenging and stimulating mental experience during the first session. They should not only be aware of what they will do, but they should also do it.

SESSION TWO

Title: WHAT'S A BOYS' CLUB, ANYWAY?

Major Objectives:
- *to strengthen Junior Staff knowledge of how Boys' Clubs work with children
- *to help teenagers understand the structure of a Boys' Club, how it relates to a community, and the roles of its various staff members
- *to encourage Junior Staff to translate purposes of the Boys' Club into action through their jobs.

Important Concepts:

1. Brief history of Boys' Club Movement; where particular Club fits in.
2. Qualities which make a Boys' Club different from other agencies.
3. Everything a Boys' Club does helps a member in some way.
4. Types of philosophies of working with kids (authoritarian, permissive, behavior modification, positive reinforcement, etc.).
5. Type of staff at Club (administrative, full- and part-time paid, volunteer, junior staff); what each does.
6. Qualifications for Junior Staff employment (age, school, health, references).
7. Responsibilities of Junior Staff jobs, especially in regard to relationships with other people.
8. Possibility of building toward a professional career in Boys' Club work.

Questions to Pose:

1. What problems or situations did Junior Staff encounter during week? Were they described and discussed last week? How might they be absorbed into the training program?
2. What does the Boys' Club try to do to help its members? (mental, physical, social, emotional, spiritual growth)
3. What do you feel about the Boys' Club and the way kids are treated here? Is this different from other places you know? How?
4. What groups or organizations in the community or in the Boys' Club itself help to accomplish its purpose? (make master list; group answers) How do these help?
5. Why do you think the Boys' Club deals with a wide age span? What makes this good? What makes it bad?
6. How is the Boys' Club set up to handle kids of different ages?
7. What is the role of Junior Staff in relating to different age groups?
8. Do different age groups need different types of people working with them? What type for each? Why?
9. What are Club policies relating to Junior Staff? Why do they exist? Are they fair? How might they be improved?
10. What personal qualities should Junior Staff have to be successful in their Boys' Club jobs?

Training Techniques:

1. Second Week Icebreaker: Finding Twins or Doubles
   Before discussion begins, ask all those present to ask around the room to find the other people with whom they share the following six characteristics. The characteristics should be written on a chart or blackboard so the teenagers can remember them. Have 3x5 cards and pencils

handy for the teenagers to use. Encourage the milling around to go on for about 10 minutes and then ask volunteers for their results. Who has most likenesses? Who has least? Etc. (a) Birthday in same month; (b) In same year of school; (c) Are same height; (d) Has been a Junior Staff member same number of years; (e) Has same color eyes; (f) Has same favorite rock group.

2. Brainstorm answers to several questions. Flip chart or blackboard is helpful so lists can be pasted up around room as they are made.
3. Break down into groups of four or five people to have teenagers develop group answers to other questions. Have these reported back to total group.
4. Encourage Junior Staff members to question philosophies of working with younger children. Give specific examples of way kids are handled around the Boys' Club.

Suggested Resources:

Executive Director on operation of Boys' Club, with program coordinator talking about Junior Staff responsibilities. Other staff might also be involved to participate in rap groups to help develop answers to questions. May want to bring in resource such as a child psychologist to stimulate specific discussion on basic philosophies for working with children. Program coordinator then could relate this to what the Boys' Club does.

Type of Follow-up:

Ask teenagers to note ways they see Boys' Club philosophy being applied by adult staff and themselves during coming week. They should be especially alert for the ways younger kids are treated by adults.

People to Check Out:

See if any adult staff were Boys' Club members when they were young. Ask them to describe how they feel about the Boys' Club, what led them into Boys' Club work, how they prepared for their jobs (education, training, etc.).

Helpful Info:

Brochure entitled, "Professional Career in Boys' Club Work," available free from Placement and Certification, Boys' Clubs of America.

Mission Statement

The primary mission of Boys' Clubs of America is to assure and enhance the quality of life for boys by:

- accepting all boys without regard to race, color, creed or national origin
- helping them to help themselves realize their fullest potential for growth and development
- assisting youth to become contributing citizens of a richly diverse society
- showing special concern for the disadvantaged
- providing relevant, everyday, varied and diversified individual and group experiences
- demonstrating that adults care for youth and truly desire to help them grow into useful and productive human beings.

Session Brightener:

Purchase or borrow, "A Lot to Do with What Boys Do," color filmstrip/cassette available for $25.00 from Finance Department, Boys' Clubs of America, or on loan from a BCA Regional Office.

SESSION THREE

Title: ADULT VS. JUNIOR STAFF: WORKING TOGETHER FOR CHILDREN

Major Objectives:
- *to define responsibilities of adult staff and Junior Staff
- *to bring mutual grievances and concerns into the open so they can be solved.
- *to build a united staff team for running a smoother Boys' Club and being better role models for younger children

Important Concepts:

1. Adult staff do not want to put Junior Staff down.
2. To function effectively, clear lines of responsibility must be drawn.
3. This is not a gripe session but an open meeting to discuss how both groups can work together to help kids better.
4. All staff relate differently to children of different ages; Junior Staff need different type of adult support when working with varied group.
5. Atmosphere members sense in Boys' Club is sum total of relationships with and among all staff.
6. Junior Staff must know and support rules of Club, as well as have right to question (not necessarily change) those with which they do not agree.
7. Adult staff should also know and support rules and treat teenagers with professional respect in regard to their jobs.
8. Adults must permit teenagers to be decision-makers in their jobs or they'll never learn; opportunities for this to happen must be sought.
9. When Junior Staff have questions or are in doubt about what action to take, they should consult adult staff.

Questions to Pose:

1. What ways did you see the Boys' Club philosophy of dealing with children applied during the past week? What violations occurred? How might these have been handled?
2. Do both adult and Junior Staff groups feel comfortable telling each other when they feel they have not been treated fairly?
3. What functions does having a staff at the Boys' Club serve? How do younger children think of Boys' Club staff members?
4. How do the Junior Staff feel they work with the adult staff as a whole?
5. What are their sources of conflict with the staff? Why do these occur? (Is it in job responsibilities? Handling behavior problems with younger kids? Personal behavior? Understanding the aims and goals of activities?)
6. What does it take to have a staff team function effectively? What does having a "concerned" staff mean?
7. What do Junior Staff need from adult staff? Vice versa?
8. How should crisis situations be handled?
9. Who should be permitted to put a child out of the Boys' Club? When should this happen?
10. How should Junior Staff treat peers who come to the Club while they're working?
11. Who knows best "where the action is" in areas of the Club? How is information shared?
12. When should parents be called in regarding a Club member? Whose responsibility is this?

13. Which staff (adult or Junior) do Club members of different ages relate to best? Why? How might this affect Junior Staff jobs?
14. What types of changes could both groups make in the way they operate to have the Boys' Club run better?
15. What long-range plans or programs can they work on together?

Training Techniques:

1. Third Week Icebreaker: What's in Your Wallet?
   Once the group is assembled, the program coordinator should ask everyone present to take three things from his/her wallet or purse that shows three different things the person values. The items can be anything at all; the mere fact a person carries them around says something. Everyone in the group should be asked to say something about what the three items represent to him. For those without wallets, one or two items from pockets would be fine and any person can reserve the right to pass.

2. Strive to maintain a non-threatening, open atmosphere so both staff groups can explain their feelings without getting into a debate.

3. When specific situations come up, ask an adult and teenager to role play what might have been a better course of action. Then ask each pair to reverse roles (adults playing Junior Staff and Junior Staff playing adults).

4. Have a break in the session if the discussion isn't too intense. Divide participants (mixed staff) into two groups to play a brief five-on-five basketball game. Tell one team, however, not to play like a team -- individuals will hog ball, all yell at anyone who makes a mistake, one member quits and walks out before end. When group reassembles, ask them what they think happened? From this, lead into a discussion of what makes a good team.

5. Small rap groups of three or four people might be set up around the general answers to Question #5. Each group discusses what Junior Staff can and should do or not do in a particular situation and reports back to the total groun at the end.

Suggested Resources:

Program coordinator to lead discussion, with as many professional staff involved as possible, including Executive Director. This session should be scheduled at a time mutually convenient for adult and Junior Staffs.

Type of Follow-up:

During coming week, teams of two Junior Staff members might be asked to plan together some type of activity for younger children in their job area with the advice and consultation of their supervisor. Each team would talk about their plans at the following session.

62

SESSION FOUR

Title: WHAT ARE KIDS REALLY LIKE?

Major Objective: *to have Junior Staff become more effective in their jobs by understanding the developmental characteristics of younger members

Important Concepts:

1. Throughout life human beings grow and develop at their own rate; certain general characteristics are common to particular stages of development.
2. Discussion centers on six- to eight-year-olds because it is hoped Junior Staff will become especially proficient and knowledgeable about working with these younger kids.
3. The developmental characteristics which are brought out (mental, physical, social, emotional) provide the basis for any program planning or activities for youngsters of that age.
4. Children who differ a great deal from the type of child described may need special help; Junior Staff should be alert for such children and make regular staff aware.
5. Junior Staff probably know many of these characteristics in a surface way but classifying and discussing them in a group will provide the teenagers with increasing confidence and skills for working with younger children.

Questions to Pose:

1. What types of plans did Junior Staff teams develop during previous week? Does the group think they're appropriate for younger children? Why?
2. How do various Junior Staff members feel about working with kids of different ages? Why?
3. What do six- to eight-year-old members like to do at the Boy' Club? What does this say about their basic needs? How do they relate to different kinds of program (drop-in, large group, small group, individual)? What is difference between program (reasons or thrust behind planning) and activities (individual occurrences which take place)?
4. What kind of situations or problems arise with this group in the Club? What do these say about their abilities in various areas?
5. What are the mental or intellectual characteristics of younger members? How does the Boys' Club program meet these?
6. What physical abilities do the youngsters demonstrate? How does the Boys' Club deal with these?
7. How are six- to eight-year-olds at relating to others? What type of relationship exists between boys and girls at this age? How does the Boys' Club program reflect this?
8. What type of emotional characteristics or displays of feelings do they exhibit?
9. How do all these relate to the qualities needed by Junior Staff to work with kids of this age?
10. What additional experiences or activities might the Boys' Club appropriately sponsor for younger members? How would they help?
11. What activities might be especially harmful? Why?
12. How do kids of this age generally relate to parents or other adults?

13. What are some of the needs and interests of other age groups? How do these relate and demonstrate patterns of growth?
14. How can kids of different ages practice decision-making in activities?

Training Techniques:

1. Involve group in discussion as much as possible. Ask them to think of specific experiences around the Club or with brothers and sisters at home.
2. Have blackboard or flipchart available so brainstorm lists can be kept in view.

Suggested Resources:

Good session to involve community person as discussion leader (school psychologist, mental health professional, education professor or child development specialist). Ask person if any current audio/visual aid is available for use during session. Also any simple handouts related to general topic.

Type of Follow-up:

Group should watch for specific characteristics talked about to be exhibited around the Club. If they have questions on how particular younger children are acting, they should ask their supervisor. Every teenager should observe one particular younger child -- no names involved -- during week and be ready to describe his general characteristics to the group -- How often does he come to the Boys' Club? What does he do? What might this mean? Etc.

Helpful Info:

The following reference material was compiled from a variety of child development sources including Education Development Center, Camp Fire Girls, and the Texas Agricultural Extension Service. This is only a starter list.

➡

MENTAL/INTELLECTUAL

.shows interest in books, records and musical instruments
.begins to collect items
.uses thinking ability in problem-solving
.vocabulary more than 2,600 words
.can plan roles, make up simple stories for dramatic games
.engages in less fantasy than before
.speech ability good; talks more outside home with friends
.more agile in all skills
.fewer nightmares, but thinks about monsters
.fast development in reading and writing skills
.ability to take responsibility increases; independent from parents for longer periods
.does much cutting and pasting
.short interest span

SOCIAL

.friendships, usually with same sex, more lasting
.concerned about making and having friends
.spends more time playing in groups
.very competitive in games; perhaps cannot bear to lose
.may try to dominate, boss others
.tattling and longer quarrels
.many jokes and taunts among friends about body functions, elimination
.seeks approval of both age mates and adults
.identifies increasingly with masculine role

PHYSICAL/MOTOR

.climbs very well
.does acrobatic tricks
.can jump a rope
.perfects physical feats such as swimming, bicycling, roller skating
.can aim and throw a ball where he or she wants
.sense of balance farily developed
.growth is slow but relatively steady; legs lead body parts in growth; large muscles are better developed than small ones
.uses arms independently of torso
.builds towers taller than himself
.still clumsy at controlling food and utensils
.much motor activity while eating -- wiggling, kicking
.able to get ready for bed by himself
.needs help washing parts he can't see
.health generally gets better

EMOTIONAL/FEELINGS

.definite decrease in number and intensity of fears
.demonstrations of affection viewed as childish
.family jealousy lessens
.sensitive to what others think of him
.shows less resistance and stubborness
.fewer angry displays with less violent responses

SESSION FIVE

Title: IS THIS ANY WAY TO BEHAVE?

Major Objective: *to enable Junior Staff to deal with young children more effectively by increasing the teenagers' awareness of the causes of behavior and the nature of discipline

Important Concepts:

1. Why children behave as they do is the cumulative result of what happens to them between birth and the present. Family influence and way child is treated at home are critical.
2. All younger members who are disciplined should have what they are doing wrong explained to them. Without explanation, punishing only deters the problem for awhile. Punishment is only a phase of discipline.
3. It is best to administer discipline from a positive framework, explaining why it's better when behavior is good, than from a negative stance, threatening punishment or bad outcomes.
4. Discipline passwords in Boys' Club are: firm, fair, kind and consistent. Why?
5. To be effective leaders, Junior Staff must develop mutual trust and respect with the membership.
6. Junior Staff must realize that members will always be putting them to the test in regard to behavior and discipline.
7. Often disruptive behavior of younger children is an attempt to cover up feelings about other problems. Junior Staff should try to be friends with younger boys and listen for the feelings which may be behind the actions.
8. How a person thinks or feels about himself will be reflected in his behavior.

Questions to Pose:

1. How is behavior formed?
2. What are the most common behavior problems exhibited by children from six to eight years of age? How can Junior Staff handle these?
3. What is meant by discipline (positive)? What is punishment (negative)? What techniques work best with children?
4. What types of discipline are there (physical, verbal)? How are these positively administered? How does discipline become abuse (yelling is verbal abuse, hitting is physical abuse)?
5. When should a child be physically restrained?
6. What is the difference between self-control (keeping one's head) and self-discipline (training oneself to act in accordance with rules)? Why should Junior Staff members possess both?
7. How important is Junior Staff example on younger members?
8. What does the Boys' Club do to follow through with boys who have discipline problems?
9. What techniques might be used to successfully relate to and motivate children this age?
10. What are people's basic needs (not only food, clothing, shelter, but also emotional needs such as affection, security, recognition, power, new experiences, etc.)? Why is each need important? What happens when these are not met?

11. How can Junior Staff help to meet these needs as expressed by younger members?
12. What rules for discipline have been set by the Boys' Club? Are they effective? Why?
13. How can teenagers relate with younger children most effectively?
14. What is the relationship between behavior and attitudes? How can both be changed?

Training Techniques:

1. Make up several posters which say at top, "WHAT MAKES A SEVEN-YEAR-OLD _______?" Fill in the blank with words like HAPPY, ANGRY, LIE, CRY, CURIOUS, SCARED. Put these around the room and have Junior Staff members brainstorm answers.
2. Brainstorm a wide variety of situations that present behavior problems for Junior Staff at Club. Make role plays out of these. Have group discuss what the actors did and then what might be best. Have actors switch roles and act out situations to a better end. Make sure everyone who might like to participate gets a turn.
3. Break into small groups to answer the question, "What Is Discipline?" Have each group discuss and work out a group answer that all can agree with. A selected leader or volunteer will read this answer to the total group. A selected leader or volunteer will read this answer to the total group. All react and after every leader has had a turn, an overall discussion of discipline follows.
4. Possible Role Plays
    - (a) Mike is eight years old. He loves the gamesroom ...in fact he won't go anywhere else. Mike has a very short attention span and wanders around the department from game to game. If he has to wait more than two or three minutes to get a turn, he usually tries to cut in or he gets involved in horseplay with other boys waiting for their turn. Mike is outgoing, well-liked and has a good sense of humor. But his impatience is beginning to cause a number of minor disturbances in the gamesroom. Clarence is a 15-year-old Gamesroom Assistant, armed to the hilt with his new knowledge about child development. What does Clarence do?
    - (b) Billy, a quiet, small, smiling seven-year-old, is running in the hall. Harold, 16, has been the Front Desk Supervisor for about a year. Harold asks Billy to stop running, but he continues. Harold asks twice more and is ignored. How should Harold try to solve this situation?
    - (c) It's a big night at the Boys' Club attendance-wise. The gamesroom, gym, pool and shops are full to capacity. Many boys are just milling around the lobby and halls. Jeff, 17, is the only Junior Staff member not occupied at the moment. What might Jeff do?
    - (d) John is eight-years-old. For his age, he is well coordinated. One day while playing a game of kickball, his team lost because of an error on the part of a younger boy. John became angry and started hitting the smaller boy. Bill, a Junior Staff Referee, took John aside and explained to him why this type of behavior was not permitted in the Boys' Club. After Bill's discussion with John, it was time for gymnastics. In tumbling, John came in second place.

67

The smaller boy he had fought with came in first. John got mad again and started swinging at the smaller child. What does Bill do this time?

(e) Bob, 7, is an only child who lives with his mother because his parents are separated. Last year at Boys' Club camp, he frequently ran away from the group and caused many fights and problems. Many times at the Club the staff has to discipline him. One day while playing a game of basketball, another boy made three baskets in a row; Bob didn't make any. This made Bob mad and he got into a fight with the other boy. What is Bob's problem and how might a Junior Staff member try to solve it?

(f) Leroy is a 16-year-old Assistant Coach for younger boys' swimming. David is six-years-old, small, but in good physical condition. His brother Gilbert, 7, is taking part in a red team against blue team water game. Leroy asks David to play, but he says he won't unless he can be on his brother's team. This team is full, but there is one spot open on the other team. How can Leroy get David to participate?

Suggested Resources:

If the person from the previous week (child development characteristics) was good, he/she might be brought back to continue the discussion on behavior. If no resource was used previously, this presents another opportunity to involve a specialist in young people's motivation and behavior. A child psychologist would be ideal. Check the local Child Guidance Clinic. Perhaps seek out a specialist in Transactional Analysis techniques. An appropriate film or filmstrip would help to start group discussion.

Type of Follow-up:

During the coming week, ask Junior Staff to think about the behavior problems they experience. Perhaps after this session they might seem easier to handle. Next week we'll talk about those which were difficult or made Junior Staff uncomfortable.

Helpful Info:

"Youth's Search for Identity: A Psychiatrist Looks at Youth Work," available for $1.00 from BCA Supply Service.

"I'm OK - You're OK," paperback by Dr. Thomas Harris on Transactional Analysis, $1.95, available from Avon Books, 959 Eighth Avenue, New York, New York 10019.

SESSION SIX

Title: TELLING IT LIKE IT IS

Major Objectives: *to enhance Junior Staff people-to-people skills by helping them be able to communicate better in an open manner
*to demonstrate the importance of listening in the communications process
*to have the teenagers experience the variety of signals by which one communicates

Important Concepts:

1. The main points to be learned from this session are developed through participation in exercises.
2. Communicating is the effort to transmit an idea or emotion from the mind of one person to the mind of one or more other persons with a minimum of distortion.
3. The process of communicating directly relates to feelings, both in the sender and the receiver.
4. One communicates not only with words, but also with accents, gestures, tones, facial expressions and posture.
5. Developing communications skills is fundamental for healthy human growth and development.
6. One of the best ways to help people communicate is to be a model of open communications.
7. Communications is a two-way process: conveying what we really mean and having it understood by the receiver of the message.
8. It is easy to have communication distorted if the message or method is not clear.
9. A breakdown in communication is one of the major causes for continuing problems between individuals, among family members, between employer and employee.

Questions to Pose:

1. What behavior situations were difficult to handle during the past week? How does the group feel about these?
2. What qualities does a person who communicates effectively possess?
3. How do human beings communicate from their earliest stages up?
4. How does an older person communicate with younger children?
5. What feelings is it especially important to communicate to younger children (acceptance, understanding, etc.)? How can this be done?
6. How do we communicate without words? What effects does this have on people?
7. How does it feel to be around someone who doesn't talk much? What can this mean?
8. Why is it necessary for a group to communicate with one another if they are to work as a team?
9. What situations at the Boys' Club inhibit good communication, either between adult staff and Junior Staff, among Junior Staff themselves, or between Junior Staff and younger members?
10. What are some situations in a teenager's life in which communicating is difficult? How might these be handled?

Training Techniques:

1. Make sure there is enough space in the room for Junior Staff to break down into several groups of twos or threes without being on top of one another.

2. Exercise #1: Who Am I?
Each person present is given an 8½" by 11" sheet with large words, "WHO AM I?," written at the top. Ask everyone to write about ten answers to that question on the sheet; these should be brief and large and clear enough to be read by someone else. Suggest such factors as name, age, hobbies, feelings, where person is in family size, year in school, what type of job he/she wants, what they think about children, etc. Participants then fasten the sheets to the front of their clothes with a small piece of masking tape, and mill around the group without speaking to read each other's sheets. Instruct them to make eye contact with each person they encounter. After this has gone on for about ten minutes, encourage the group to speak and ask questions regarding what they learned about one another.

3. Exercise #2: Not Listening
Break the group into pairs. Give each pair a copy of the following roles, which they may study for a couple of minutes. All pairs begin the exercise at the same time, with the session leader making sure that they are not listening to what each other has to say. He/she should confront those participants who seem to be doing so. After about five minutes or when a great deal of frustration has been experienced, stop the exercise. The whole group then brainstorms the way participants responded to the frustration, and discusses these observations.

    Role One: You are a Junior Staff member and have just thought up a great idea for organizing a gamesroom tournament for younger members. The kids have very little planned activity and you're willing to do most of the work in organizing the program. Nothing has been said to the adult staff yet, but you've checked out the idea with two or three other Junior Staff people who've said they'd help. You'd like to close the gamesroom off to everyone except younger members from 9 a.m. to noon next Saturday for the tournament, and you need some petty cash to make signs, buy some new games, etc. You figure you'll ask the Program Director during a meeting you have with him next Monday.

    Role Two: You're the Boys' Club Program Director and really believe in sticking to the rules. A Junior Staff member who works in the gamesroom is to have a supervisory conference with you next Monday. You want to "lay down the law" about how messy the gamesroom has been looking lately and how the kids have been abusing the equipment. You also heard via the grapevine that this teenager has organized some activity for next Saturday without speaking with you first. You feel you must tell him the rules relating to Junior Staff degrees of responsibility. The Club only opens at 10 a.m. on Saturday and you believe there should be no exceptions to this which impose on adult staff time. You also know the Program budget is very low and cannot be stretched.

70

4. Exercise #3: Listening Triads
   Break the group into sub-groups of three. Each sub-group is identified as A, B or C. The session leader lists a number of random topics on the board for participants to discuss (Junior Staff problems with staff, drug use and abuse, the graffiti situation, premarital and extramarital sex, living together, all-volunteer army, racing cars, today's economy, or others of special interest in that community). In each triad, A chooses a topic to discuss, B becomes the listener, and C is an observer. A speaks for two or three minutes about his or her feelings about the topic; the session leader calls time and then B summarizes in one minute what A has said. If B is incorrect, both A and C may interrupt to correct misunderstanding. C should make sure that B does not omit, distort, add to, respond to or interpret what A has said -- just report the facts. The process is then repeated two more times, with different topics if desired, so everyone gets a chance to play all roles (speaker, listener, observer). Afterwards, the session leader should have the group as a whole discuss the following questions:
   *What difficulties did you experience in each role?
   *What barriers to effective listening emerged during the exercise?
   *What did you learn about how well you express yourself?
   *How can you apply this listening and repeating-what-was said technique?

5. Exercise #4: Reading Body Language
   Break the group into triads. Identify someone in each group to be A, B and C. A and B stand and face each other, and for one minute A describes all the nonverbal behavior of B (expressions on face, posture, etc.). C acts as an observer to assure that A is non-evaluative and non-interpretive in his description. The triad then discusses what took place, letting feelings, interpretations and other observations emerge. The process is repeated two more times so each participant can experience all roles. Then the whole group discusses with the session leader what has taken place.

Suggested Resources:

Human relations or organizational development specialists from business or industry might be sought as volunteer leaders for this session on communications techniques. Perhaps someone on the Club Board has such a contact. Management people from universities, psychologists, Effectiveness Training Associates, mental health professionals or family counselors are other possibilities. A team of trainers who could demonstrate a good communications model between them would be helpful. A brief film on the communications process will clarify its meaning for participants.

Type of Follow-up:

Ask Junior Staff members to keep track during the coming week of situations in which someone in their lives (parents, teachers, Boys' Club staff, younger children, etc.) prevents effective communication from taking place. Have them be conscious of the way they react. These can be shared with the group for solutions next week.

Helpful Info:

"Born to Win: Transactional Analysis with Gestalt Experiments," by M. James and D. Jongeward, Reading, Mass.: Addison-Wesley, 1971.

"Why Am I Afraid to Tell You Who I Am?," by John Powell, available from Argus Communications, 7440 Natchez, Niles, Illinois 60648. Paperback: $1.95, Filmstrip: $40.00.

Junior Staffer Effectiveness Training, information available from Effectiveness Training Associates, 110 South Euclid Avenue, Pasadena, California 91101.

SESSION SEVEN

Title: HELPING KIDS DO THINGS THEY'RE READY TO DO

Major Objectives: *to demonstrate how principles of child development are applied directly to Boys' Club activities
*to enable Junior Staff to learn some specific games and projects they can use with younger children
*to help the teenagers understand how these activities fit into the overall Boys' Club program plan

Important Concepts:

1. Activities and games for younger children must be appropriate for their stage of physical and mental development.
2. This knowledge of what younger children are ready for should be kept in mind by Junior Staff working with them.
3. Activities and games provide the means for Junior Staff to get to know kids and develop friendships with them -- providing "fun with a purpose."
4. No general program area of the Club or specific activity or game can be arranged without planning -- things don't just "happen."
5. Those who work with younger children should have as many ideas in mind as possible because their attention span is short and interests change rapidly.

Questions to Pose:

1. What kind of barriers to communication were observed during the week? How might these situations have been handled differently?
2. What are the major areas of basic Boys' Club program? What activities does this Boys' Club sponsor under each?
3. In setting up this overall program, what basic principles are considered?
4. What types of goals does the Boys' Club hope its program and activities will achieve for children of all ages? Where does the Junior Staff training program fit into these?
5. How do the abilities of a young child relate directly to the activities for which each Junior Staff member is responsible?

Training Techniques:

1. Open rap session with Boys' Club Program Director on nature and principles behind Boys' Club programming.
2. Divide the Junior Staff into five separate groups for learning specific activity skills (ARTS AND CRAFTS, PHYSICAL PROGRAMS, GAMESROOM ACTIVITIES, LIBRARY/INDIVIDUAL, SMALL INTEREST GROUPS). The adult staff member or volunteer who is in charge of these particular areas at the Club should be the instructor. During the session, each Junior Staff member will have the opportunity to attend two of the five mini-workshops and thus learn some specific activity skills in two areas. About half an hour should be spent in each mini-workshop teaching the teenagers some type of activity or game they can use with young children. The way in which the activity is designed to be appropriate for youngsters of that age should be stressed. Adults involved should plan what they are going to do and have materials ready so the activity can be completed in a

half-hour. Each person will only be working with two or three teenagers at a time. The mini-workshops should actively involve the teenagers and have them do things themselves as much as possible. If the Boys' Club does not have an adult staff member or volunteer to teach activities or games for young children in a particular area, check the local recreation department, YMCA or high school for a specialist. (If the mini-workshops are successful, they can be repeated for another week, giving Junior Staff exposure to additional activity areas.)

Suggested Resources:
The Boys' Club Program Director might conduct the general rap session, and then five activity specialists would conduct concurrent mini-workshops. At the close of the session, the Executive Director might hand out the certificates for completion of the course.

Session Brightener:
Since this is the last planned session, if possible certificates or cards should be presented in a little ceremony to those who participated on a regular basis. A small social event with refreshments and music might follow.

Helpful Info:
"Assessing the Overall Program in a Boys' Club," available for $1.50 from BCA Supply Service.

MAJOR BOYS' CLUB PROGRAM AREAS

Citizenship and Leadership Development
Cultural Activities
Individual Services
Outdoor Education
Physical Education
Social-Recreation

BASIC PROGRAMMING PRINCIPLES

*Incorporating three approaches: individual services, small organized groups, large group and drop-in activities
*Keeping in line with goals of Club; designing objectives for the program and activities to achieve
*Sound planning for overall effort and specific activities
*Involvement of members and community representatives
*Providing different services than other community organizations
*Flexibility to meet current and changing needs of members
*Variety of program areas
*Diversified activities within each program area
*Programming by age groups to meet changing developmental characteristics
*Tailoring program to specific needs of Boys' Club community

IDEAL PROGRAM GOALS

*CITIZENSHIP EDUCATION: To develop an understanding of the responsibilities and privileges of citizenship and an appreciation of our democratic way of life

*LEADERSHIP DEVELOPMENT: To develop a child's potential for leadership in his own group and in community life

*SKILLS DEVELOPMENT: To teach skills which will have a positive influence on the social, physical, mental and emotional growth of the individual

*HEALTH AND FITNESS: To develop physical fitness and to teach sound personal health concepts and practices

*PREPARATION FOR LEISURE: To prepare for the constructive and creative use of one's leisure time, now and in adulthood

*PERSONAL ADJUSTMENT & DEVELOPMENT OF INDIVIDUAL POTENTIAL: To develop self-confidence, self-respect, self-motivation, self-direction and an appreciation of one's own worth as an individual in order to develop to one's fullest potential

*EDUCATIONAL & VOCATIONAL MOTIVATION: To encourage and guide the educational and vocational preparation of a young person toward a productive and satisfying adult life

*INTERGROUP UNDERSTANDING: To help youth recognize and respect others as individuals and work for a better understanding among different cultural and ethnic groups

*VALUES DEVELOPMENT: To help youth formulate a set of attitudes, a code of personal morals and ethics, which individuals feel are worthy of being upheld

*SENSE OF COMMUNITY: To give young people a sense of belonging to a larger community

*ENRICHING FAMILY LIFE: To help develop opportunities which strengthen the relationships between individual members of the family unit and which help family members better fulfill each others' needs

*ENRICHING COMMUNITY LIFE: To encourage active involvement of the Club Board, staff members and parents in community affairs and collaboration with other agencies and institutions (including the involvement of constituents in the Club's decision-making process and influencing dysfunctional systems destructive to children)

POSSIBLE SUPPLEMENTARY JUNIOR STAFF TRAINING SESSIONS

SESSION EIGHT

Title: VALUES GAMES FOR CLARIFYING CHOICES

Major Objectives:
*to help Junior Staff members understand how values are formed
*to provide an opportunity for analyzing and clarifying their own beliefs and behavior patterns
*to encourage the teenagers to evaluate alternatives and strengthen their ability to make decisions and choices
*to demonstrate how their values decisions become role models for younger children

Training Techniques:

See "Values Clarification: A Handbook of Practical Strategies for Teachers and Students," by Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum; New York: Hart Publishing Company, 1972; $3.95.

SESSION NINE

Title: WHAT ARE YOU DOING THE REST OF YOUR LIFE?

Major Objectives:
*to explore with the teenagers motivation for working with children
*to convey the variety of factors affecting vocational choice and work satisfaction
*to provide Junior Staff members with practical experience in job-related procedures

Training Techniques:

See "World of Work Pre-Employment Orientation Guide," available for cost of postage from BCA Supply Service.

SESSION TEN

Title: BECOMING A LEADER -- AND LIKING IT!

Objectives:
*to explore with Junior Staff members the qualities of a good leader
*to provide practical experience in problem-solving and decision-making
*to develop opportunities for leadership within the Junior Staff group

Training Techniques:

See "Leadership Development for Older Boys' Club Members," Boys' Clubs of Canada, 35 York Street, Montreal, P.Q., Canada; and "Deciding: A Leader's Guide", available for $2.00 from Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

ADDITIONAL IDEAS

*Have a DOCTOR discuss CHILDREN'S ILLNESSES AND HOW TO SPOT THEM
*Ask the RED CROSS to do a series of sessions on FIRST AID AND SAFETY
*Seek out a SOCIAL WORKER to rap with the group on SPOTTING AN ABUSED CHILD

APPENDICES

A. Questionnaire to Identify Junior Staff Interests and Problems

B. Certificate to Acknowledge Completion of Course

C. Course Evaluation Form for Participants

A. QUESTIONNAIRE TO IDENTIFY JUNIOR STAFF INTERESTS AND PROBLEMS

We're delighted you're going to participate in our HELP-A-KID Junior Staff training program. The main purpose of the course is to help you become more effective in your job. To do this, we want to find out what you think a Junior Staff member needs to know. We don't want the program to be like school, where you are told what to learn. We'd like you to tell us what is important to you and we'll design a program around that. You can help by filling out this questionnaire. Please spend some time on it and be as detailed as you can. Thanks for your help.

____
HELP-A-KID COORDINATOR

1. Describe a typical day of work for you at the Boys' Club.

2. The most difficult part of my job at the Boys' Club is ...

3. Some kids give me more trouble than others (Describe what they are like and what they do).

4. What I like doing most at the Boys' Club is ...

5. The reason I wanted to work at the Boys' Club (aside from money) is ...

6. Describe what you think a good Junior Staff member is like.

7. What things would you like to see included in the training program?

____________________________ ____________________________
Name Phone

78

B. CERTIFICATE FOR COMPLETING COURSE

NAME OF BOYS' CLUB

BOYS' CLUB

HELP-A-KID

This is to certify that

____

has completed a HELP-A-KID program in

JUNIOR STAFF IN-SERVICE TRAINING

and has acquired skills and knowledge about childhood which will help in the performance of job-related duties in the present, as well as in future relationships with children as an adult.

This ________-week course took place in the city of __________

from ________________ to ________________, 19___.

______________________ Executive Director

______________________ HELP-A-KID Coordinator

______________________ Date

HELP-A-KID is a Boys' Clubs of America youth development program sponsored in cooperation with the Office of Child Development, U.S. Department of HEW.

C. COURSE EVALUATION FORM FOR PARTICIPANTS

Congratulations on completing our Boys' Club's HELP-A-KID Junior Staff training program! To help us make future courses like this as useful as possible please fill out this form. Thanks a lot.

____
HELP-A-KID Coordinator

1. What did you like best about the course?

2. What turned you off about the course?

3. On the whole, do you feel the Junior Staff training program was:

____Very Interesting ____Fairly interesting ____Dull and boring

4. Check the appropriate statement:

____I learned a lot ____I learned something ____I didn't learn much

5. Check the appropriate statement:

____I know that I can use what I learned in my job

____I think what I learned will help me be a better parent someday

____I'm not sure I can use what I learned at all

6. What job in the Boys' Club would you like to do most (number three places in order of choice):

____Assist with arts and crafts
____Swimming aide
____Gamesroom counter supervisor
____Working at Membership Desk
____Tutoring
____Library Aide
____Checking coats
____Supervising refreshment area
____Woodshop assistant
____Giving out meals (Kitchen Aide)
____Keeping the Club clean
____Answering the telephone
____Locker Room supervisor
____Keeping up the grounds
____Supervising groups of younger members
____Refereeing in the gym
____Gamesroom assistant
____Storytelling for younger kids

7. Would you like to serve as a "Big Brother" or "Big Sister" to some younger Boys' Club member on a regular basis? ___ Yes ___ No

8. How do you think the course could be improved?

____
Name

Please fill out and return

HOW DID YOUR HAK JUNIOR STAFF PROGRAM GO ? ?

To provide a thorough report to the Office of Child Development on the nature and number of HELP-A-KID Junior Staff In-Service Training programs which have taken place, we need some specific information on the course your Boys' Club has just conducted. This will also help us to improve future materials by making them directly relevant to the expressed interests of Boys' Club teenagers.

Please complete this questionnaire as soon as possible, detach it from the booklet, and send it to: Joan R. Licursi, Director, Education for Parenthood
Boys' Clubs of America, 771 First Avenue, New York, N.Y. 10017

Thanks for your help!

Name ______________________________ Position ________________

Boys' Club _________________________________ Date ____________

Address ____

1. Our HAK Junior Staff program lasted for ______ (number) weeks. It began ________ (date) and ended ____________ (date).

2. The major topics for individual sessions were:

(a) ____

(b) ____

(c) ____

(d) ____

(e) ____

(f) ____

(g) ____

(h) ____

3. Which session was most successful? ____________________

Why? ____

4. Which session was least successful? ____________________

Why? ____

(over)

5. Did you sponsor *Junior Staffer Effectiveness Training* as part of the program?
( ) yes   ( ) no

6. The following community resource people took part in the program (title, agency):

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

7. Follow-up Junior Staff activities or additional in-service training events will include: ______________________________

____

____

8. ________ teenagers took part in this program. (_____ boys, _____ girls)
number

Were all Boys' Club "employees"? ( ) yes   ( ) no
(Other group(s) included were: ______________________________)

Did Neighborhood Youth Corps enrollees from other youth-serving agencies participate? ( ) yes   ( ) no

9. In your opinion, did the skills and attitudes of the teenagers change as a result of the program? ( ) yes   ( ) no   How? ______________________________

____

____

10. Will the same group sponsor or take part in other HAK programs? ( ) yes ( ) no
What? ______________________________

11. We plan to use the HAK Junior Staff training information with our other Boys' Club programs in this way: ______________________________

____

12. Additional comments: ______________________________

____

3

HELP-A-KID

Helping Teens Know Themselves through

VALUES CLARIFICATION RAPS

BOYS' CLUB

HELP-A-KID

Prepared by
BOYS' CLUBS OF AMERICA
National Manpower and
Program Services

Sponsored by
U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Child Development
Grant OCD-CB-459

HELP-A-KID Values Clarification Raps At-a-Glance

Age Group: 15- to 18-year-olds

Background: Boys' Club members, friends of members, or teenagers from community

Optimal Size of Group: 10 to 15 members

Length of Program: Determined by group (at least six weeks recommended)

Length of Sessions: Approximately one and one-half hours

Place: Boys' Club small meeting room or senior lounge

Personnel: Community mental health professional and/or HAK program coordinator

Supplementary Programs: Field trips to related people, places or events

Lead-in Time: Three to four weeks

Necessary Expenses: Film rentals, if used

Reason for Participating:

* Opportunity to get to know a coed group of peers and share a continuing experience
* Chance to learn about topics of interest in an informal setting with the aid of a supportive adult
* Non-threatening atmosphere in which to talk about personal concerns
* Security provided by having one's feelings accepted by a group

Key Concepts:

* Topics suggested by participants
* Atmosphere and attitude of trust and mutual respect must be established within group
* All opinions and beliefs will be accepted and no moralizing will take place
* Opening up about concerns and feelings and learning what other people think is important for the healthy development of adolescents
* Teenagers can only learn to be better parents after they develop a better sense of themselves as individuals

Copyright 1975, Boys' Clubs of America

TABLE OF CONTENTS

Introduction 4

Approaches and Leadership 5

Program Participants 6

Objectives of Values Raps 7

Structure and Content 7

Resources 9

Promotion and Publicity 10

Key DO'S and DON'TS 12

Basic Checklist for Organizing Values Raps 13

A. SELF-AWARENESS AND ROLES WE ASSUME 15

B. ADOLESCENTS AND SEXUALITY 21

C. CONTEMPORARY LIFESTYLES 24

D. PARENTHOOD, FAMILIES AND CHILDREN 30

E. LIFE ISSUES AND SOCIAL CONCERNS 37

Appendix
Clarifying Responses Suggested by the Seven Valuing Processes 43

HOW DID YOUR HAK VALUES CLARIFICATION RAPS GO ? ? 47

Introduction

Encouraging teenagers to clarify their knowledge and feelings about the important issues in their lives through peer group dialogues is a central activity of the HELP-A-KID project. In addition to being a period of questioning and self-analysis, adolescence is the time when peer influence peaks and the main topics of concern relate to friends, family and future. The HAK Values Clarification Rap series is an attempt to focus and enrich some of that peer influence by providing the means for teenagers to work out their feelings and expand their knowledge base in a non-threatening, learning atmosphere, and with the assistance of a supportive adult.

For several years, many Boys' Clubs have been seeking to create and schedule significant activities for older youth with varying degrees of success. The HELP-A-KID pilot site experience re-confirmed the fact that the key to progress in this area is the quality of relationships established between teenagers and Boys' Club adults, and the allotment of adequate staff time for in-depth interaction with the older youth. The nature of the Values Clarification Raps provides a framework for this interaction based on the expressed and subconscious needs of adolescents at their stage of development. The emphasis is on helping the teenagers feel that an individual or group they care about also cares about them and is interested in their growth as persons. This will also hopefully prepare them to be better husbands, wives and parents in the years to come.

The main purpose of values clarification experiences is to help young people make decisions appropriate for themselves from a bewildering array of social alternatives. The complexity of modern times has made the act of choosing more difficult, even for youth more sophisticated and less provincial than ever before. Those who design values clarification experiences do not aim to instill any particular set of values, but rather to help youth know and prize their beliefs, choose what they want to do freely and after consideration of consequences, and act on their beliefs with positiveness and consistency. These valuing processes can be applied to already formed beliefs and behavior patterns as well as to those still emerging. (See Appendix.) It is only when young people begin to make their own choices and evaluate the actual consequences, that they truly develop their own values to live by. Correspondingly, discussing these values and feelings with others will help teenagers to appreciate and understand the varying perspectives of any issue.

The major emphasis in the HELP-A-KID Values Clarification Rap program is on relationships among people, especially those regarding the future of marriage, children and family life. This booklet contains suggestions for the group leader on ideas, concepts, resources and possible flow of information. Actual topics should be developed out of teenage concerns and problems expressed at an initial brainstorming or warm-up session.

The 25 topics contained here directly resulted from values clarification programs which took place at the HELP-A-KID pilot site Boys' Clubs. They are presented in an order which first considers the teenager as an individual, and then progressively expands to include his/her ideas regarding personal relationships, family, children and the world at large. Depending upon modifications suggested by group members, all topics in a major area might be considered in sequential fashion, or one topic from each of the major areas might be grouped together sequentially. Regardless of the order or number of sessions, the objectives and starter questions for each topic are what relate its development to the HELP-A-KID design and purpose.

As with all HELP-A-KID activities, the Executive Director must support the idea of Values Clarification Raps and the need for adolescents to discuss their feelings in an open and honest setting. Since many of the concerns of young people at this age relate to their relationships with the opposite sex and aspects of their sexuality, the Executive Director must be conscious that these topics may come up and be secure in his feeling that the group leader will handle them in a manner which respects and reflects both the participants' needs and those of the Boys' Club as an agency. A wide geographic diversity among Boys' Clubs will result in having the same topic handled in many different ways, all of which are "right" if they are appropriate to the individuals involved.

The Executive Director should keep other Boys' Club professional staff members informed about the values raps, as suggested in the HAK Professional Staff In-Service Training component (Booklet #6). Since one of the main thrusts of this activity is on developing a close-knit group sharing process, however, no outsiders -- including staff -- should wander in and out during the discussions. If there are enough older members in the Boys' Club and enough professional staff with interest in conducting values raps, several groups may be started concurrently, but developed differently according to the needs of members in each particular group.

Approaches and Leadership

Two main approaches to sponsoring Values Clarification Raps evolved from the first-year HELP-A-KID pilot site experience. The first involves incorporating the rap series into the ongoing program of a regular Boys' Club teenage group, such as Keystone Clubs, tutors, Junior Staff, etc. It is important that it be a club which is used to meeting regularly and which has a strong and supportive adult advisor. The values program might be sponsored as part of its regular meeting for a number of weeks, if the group buys the activity. In line with the nature of the HAK values raps, a coed group can be formed by recruiting girls from a local high school or asking club members to bring along their friends.

The second approach, which is a little harder to organize, involves starting up a teenage group for the sole purpose of sponsoring the values discussions. Although it is easier to involve girls when the sponsoring group is not already established, it still may be necessary to start with a small nucleus group and build slowly.

If possible, it is advantageous for a Boys' Club to obtain an outside resource to serve as rap group leader as this will help to keep staff time free for other responsibilities. At the beginning, the staff coordinator may wish to co-lead the raps to increase the teenagers' comfort, but a community resource skilled in group techniques and knowledgeable about Boys' Club youth should be able to obtain the confidence of the young people within a couple of sessions. Two of the three first-year pilot sites conducted their values raps with outside leaders. One secured volunteer help from a nearby Family Counseling Service which committed the time of a clinical psychiatric social worker on staff (a mental health center also has such personnel); the other contacted a graduate school of social work and received the assistance of two graduate students needing field experience credit in running closed groups.

Regardless of who serves as values raps group leader, certain personal qualities or characteristics are highly desirable if the teenagers are to feel comfortable enough to express their thoughts and feelings. The person should relate well with adolescents in a relaxed manner and not talk down to them. He/she should foster trust by being warm and kind and talking honestly and openly about the topics. The man or woman should be skilled in group work practices and have the abilities to pick up nuances and keep the discussions on focus. As group leader, he/she should be generally knowledgeable about most of the topics suggested in this booklet, and should be able to share his own values with the teenagers without moralizing. It is important that the leader understand and be able to translate the difference between accepting and condoning the values of the adolescents. It is also helpful for credibility purposes if the person is fairly close in age to the participants. The Boys' Club staff person who organizes the raps should clearly explain to the leader what he hopes will happen with the program and the type of atmosphere it is best to establish within the group.

Program Participants

The Values Clarification Raps are run most effectively with a coed group of about 10 to 15 mature 15- to 18-year olds. A core group of about six to eight will probably attend regularly, with a wider circle of teenagers coming whenever they have the time and inclination. If the core group is strong enough, the sporadic attendance of the others will not be a problem.

If an ongoing Boys' Club group is not asked to sponsor the activity, teenagers can be recruited around the Club or through a local high school to participate in an initial brainstorming session with the group leader. Although it takes a few sessions for a real group to form and become mutually supportive, once the word gets out about the nature of the program and the social interaction it provides, it will probably not be difficult to recruit additional participants. The teenagers should thoroughly understand that they are there for "serious" discussions, but should at all times feel free to express their opinions and feelings. Younger teenagers are often not ready to handle this type of open experience, and program coordinators should keep this in mind. Although some youth may test the group leader and act silly or be disruptive at first, this will generally wear off once discussion of the topic is underway and the more mature members of the group begin to get involved.

Coed groups are more desirable for values raps than for almost any other activity involved in the overall HELP-A-KID program. Those Boys' Clubs which find it difficult to recruit girls may want to start an all-boy group and gradually work toward having coed raps. One pilot site had an

88

all-boy group and an all-girl group for a period of eight weeks, and then combined the two for larger discussions of mutual concerns for an additional couple of weeks. Although having girls involved generally helps to keep up group attendance at a Boys' Club which has served only boys in the past, coed groups do require more qualified and skilled leaders and this should be kept in mind when a group leader is sought. Some girls may also be uncomfortable coming to the Boys' Club at first, and the group leader and other Club staff should do everything possible to make them feel wanted and involved.

Objectives of Values Raps

In general, the HELP-A-KID Values Clarification Raps are designed to:

- increase teenagers' knowledge of themselves
- help teenagers prepare for the decisions they will have to make now and as adults
- increase the young people's understanding of their value systems and how these were formed
- broaden their appreciation for a diversity of viewpoints and ideas
- provide an opportunity for teenagers to share their feelings in a closed group experience
- strengthen teenage programming in the Boys' Club.

Structure and Content

In setting up a series of HELP-A-KID Values Clarification Raps, three to four weeks are needed before the program begins to design the activity into the Boys' Club program schedule, recruit participants, secure or select a group leader, and obtain whatever audio/visual resources might be helpful. Potential values group members should fill out HAK Participant Registration Forms as described in Booklet #1, and at this time rap with the program coordinator about their interest in the activity, the topics of concern to them, how long the program might run, etc.

It is suggested that a verbal "contract" be made with each participant to attend a core group of about six sessions, with the option of stopping the group or continuing afterwards for another set period of time. It is difficult for teenagers to commit themselves for an overly extended number of weeks, and the contract idea keeps a potential end for the program in sight. A significant amount of time is needed, however, for the group to consider an adequate variety of HAK topics in a meaningful way. If the group takes off, this will not be difficult -- one pilot site extended its original six-week schedule for two additional six-week sets.

At the first meeting of the values rap group, the group leader should organize some simple warm-up games and follow by brainstorming with participants about the type of topics they would like to discuss together in succeeding weeks. Some group leaders may prefer not to structure each session around a single topic and to let the conversation center on what's important that week, but they should nevertheless review the material in this booklet to have a general idea of the HELP-A-KID thrusts, purposes and desired objectives.

Although some topics may create a lot of discussion and seem difficult to close off, the group leader should keep a flexible closure time in mind. This will permit him/her to sum up or terminate conversation while it is on a high rather than waiting for it to die out. One and one-half to two hours was the time period used by most pilot sites. This allows time to use brief audio/visual resources if they are desired, as well as to significantly rap about the topic of the day.

The Values Clarification Raps need to be scheduled at the mutual convenience of the Boys' Club's Executive Director and program staff, volunteer group leader (if obtained), and teenage participants. The most common experience at the three HELP-A-KID pilot sites was during early evening hours (somewhere between 6:30 and 9:00 p.m.) on a locally convenient day of the week. Once the group is underway, sessions should be held regularly and at the same time so group expectations can be developed and met.

During the first couple of sessions, the group leader should be careful not to treat topics too emotional in nature so that a comfortable atmosphere can develop among participants. It is important to build up a good group spirit and to try to get the more withdrawn members of the group to share their feelings and opinions. The flow of conversation should go where the teenagers want, but the group leader needs to deal with individuals who may dominate too much of the time as well as to be ready to pick up any conversational lags. He/she should also be well acquainted with community mores and cultural values regarding family structure, sexual behavior, etc. so that all views expressed can be respected and seen in proper perspective. In addition, the differences in values between ethnic and racial groups on these issues should be fully understood so opportunities for mutual acceptance can be maximized without rejection.

The HELP-A-KID values-related topics offered in this booklet include suggestions regarding objectives, possible starter questions for the group leader to pose, resources to enliven the discussion, and occasional people, places or events which might make appropriate field trips. Good audio/visual resources can draw teenagers into a topic and provide an easy take-off for group discussion.

The major topical areas covered are: Self-Awareness and Roles We Assume; Adolescents and Sexuality; Contemporary Lifestyles; Parenthood, Families and Children; and Life Issues and Social Concerns. It should be noted that adolescents frequently dwell on what they consider sex issues, but many of these are developed here in relation to living styles or family-related concerns. Hopefully this will help to put the nature of sexuality into a broader perspective. The group leader will need to spend a considerable amount of time gathering his/her own thoughts on the topics so that any related news events or community issues can be tied in at appropriate points.

A particular group can keep its Values Clarification Raps going as long as interest remains and leadership is available. Boys' Clubs may want to sponsor two or three series of values raps during their program year in order to involve as many adolescent youth as possible. More than one group can run during the same time frame on different nights if staff or volunteer leadership can be found. Such great enthusiasm developed for the raps at one HELP-A-KID pilot site that the volunteer group leader wound up conducting two consecutive sessions on the same night for different groups.

It is advisable to place a great deal of emphasis on the fact that what happens during a values rap belongs to the participants involved and that no opinions or feelings expressed by individuals during a discussion should be repeated outside the group to their disadvantage. This "ground rule," along with the fact that there are no right or wrong feelings or universal answers, helps trust to develop within the group and enables the teenagers to feel that they "belong" to something special.

Resources

As with most HELP-A-KID activities, the financial requirements for conducting a series of Values Clarification Raps are minimal. The small cost for office supplies might be absorbed into the Club's operating budget, and perhaps the teenagers might chip in for cokes and potato chips during the sessions. Some cost would be involved for film rentals if they are used, but local agencies such as Planned Parenthood, public libraries or the March of Dimes should be checked first in case any good free resources are available.

If the Boys' Club decides to obtain a volunteer rap group leader from an outside source, local mental health facilities or family counseling centers should be checked first. These agencies might be able to place a trained social worker in the Boys' Club for this purpose. One of the first-year HAK program coordinators attended the staff meeting of such an agency, presented her case, and was assigned a professional staff member for three hours a week.

Another source for volunteer assistance are local universities or graduate schools with specialities in psychology, guidance and counseling, and/or social work. Many schools seek agencies where their students can work with disadvantaged young people. It is necessary to discuss carefully with school administrators, however, the type of person the Boys' Club wants to lead the raps and what the program will hopefully do for the teenagers. Although having a young adult serve as group leader is advantageous for establishing relationships with the teenagers, the person must have enough experience and skill to work with a group of Boys' Club youth who will surely test him/her out.

Throughout the course of the rap series, representatives from community agencies specializing in a topic the group wants to discuss might be invited in to rap with the teenagers. Such groups or individuals often have pertinent giveaway material, which the older youth enjoy receiving, or can bring along their own film or audio/visual resource to stimulate discussion. This gives variety to the program and acquaints the teenagers with valuable community services.

91

The raps should take place in a psychologically comfortable room that is as far away from the rest of Club activity as possible, especially if the Club is open to younger members at the time. A senior lounge with informal furniture or mats on the floor would be ideal, but if this is not available, chairs should be arranged in a circle or non-structured manner. The room should be well ventilated and convey an atmosphere of warmth and intimacy. A blackboard or flipchart might be available for brainstorming ideas, as well as a film or filmstrip projector and screen, if they will be needed. No one should come in and out of the room during the discussions so group concentration and train of thought is not disturbed.

As suggested earlier, group field visits to people, places or events related to the weekly values discussions could occasionally enrich the experience for the teenagers. This might include supportive trips to domestic courts, adoption agencies, facilities for handicapped children or communes, and conversations with unwed parents, divorced individuals, marriage counselors, etc. The group leader should keep this possibility in mind as the program develops, and ask the teenagers for their own suggestions. Arrangements for group transportation in Boys' Club or other vehicles would also have to be made.

In addition, as the group becomes more cohesive, the teenagers may want to sponsor some type of social event which would involve them in planning and working together with the group leader. At one of the pilot sites, a weekend canoe trip was scheduled shortly after the raps started so group members could get acquainted on a round-the-clock basis.

One of the main proponents of values clarification experiences for youth is Dr. Sidney B. Simon of the University of Massachusetts. All three HELP-A-KID pilot sites incorporated some of Dr. Simon's theory and exercises into their values raps in some way. An excellent resource with numerous valuable ideas for stimulating discussion is Values Clarification, A Handbook of Practical Strategies for Teachers and Students by Dr. Simon, Leland W. Howe and Howard Kirschenbaum. This should be "must" reading for every adult involved in the rap group program. The paperback version costs $3.95 and is published by Hart Publishing Company, Inc., 15 West Fourth Street, New York, New York 10003.

Promotion and Publicity

The main promotion regarding the values raps program should be aimed at community youth to encourage their participation. The raps should be advertised and talked up around the Boys' Club so older teenagers can know what is happening, and contacts with local schools should be utilized to encourage participation of girls or to get a poster about the program placed on the school bulletin board. Other local youth agencies such as Girl Scout troops or Camp Fire girls might also be invited to participate as a group.

It would be helpful to have a catchy name for the program and to advertise the types of issues the teenagers can deal with if they want to. One Boys' Club used "No Crap Raps" to quickly get the program's philosophy across to potential participants. After the sessions begin, it is likely that word-of-mouth will stimulate all the promotion and attention the program needs.

If it is Boys' Club policy, a general mailing might be sent to parents of all Club members describing the Values Clarification Raps and why the program is being sponsored by the Club, tying it in to the overall Education for Parenthood effort. This will acquaint parents with what is going on and may prevent any information shared by the teenagers from being used out of context.

The chief satisfaction experienced by participants in the Values Clarification Raps will be their own internal contentment at having some issues of importance in their lives dealt with in an open manner. The feelings of mutual support which should result from the group experience are the best type of recognition which the program could offer. For this HELP-A-KID activity, the most meaningful acknowledgement of worth will be given within the group circle, not by an external source.

Any community agency personnel who participate in the program should receive some type of formal recognition for their efforts. If no funds are available for a tangible memento, a letter from the Board President acknowledging their contribution to the HELP-A-KID program would be most appropriate.

Key DO'S and DON'TS for HAK Values Clarification Raps

All Boys' Club staff or volunteers responsible for organizing or implementing a rap group program which reflects the HELP-A-KID thrust should keep the following in mind:

DO . . .

...try to organize a coed group of teenagers with about the same number of boys and girls
...have teenagers agree that what happens within the rap room belongs only to group participants
...treat controversial topics in a manner that reflects and respects needs of both participants and Boys' Club
...build up a good group spirit and encourage teenagers to share experiences, feelings and ideas
...keep from moralizing on topics
...understand ethnic/racial differences on some values issues
...have a casual, informal physical set-up in a private room
...be informal, relaxed and friendly
...guide the sessions by periodically re-stating the issue at hand and summarizing what has been said
...make sure every teenager who would like to speak gets the opportunity
...be keenly aware of what is happening within the dynamics of the group
...keep the Executive Director informed about how the program is going
...conduct field visits and invite appropriate agency representatives to participate in discussions if group would like
...write for films and other resources early enough to arrive on time
...conduct sessions regularly and encourage participants to be prompt

DON'T . . .

...try to start the program without having enough planning time to secure a group leader, participants and session resources
...permit immature, younger youth to participate in a group with older boys and girls
...put down teenagers' ideas or feelings in any way
...have individual sessions last too long
...forget to thank any outside agencies or individuals who participate in the discussions
...let disagreements in viewpoints or values create unnecessary or prolonged friction within the group
...let discussions get too far off focus in relation to HAK purpose and objectives
...permit outsiders to disrupt group discussions once they have started
...treat topics that are too emotional in nature early in the series
...ignore the need to bring some humor and fun into the group atmosphere

Basic Checklist for Organizing HELP-A-KID Values Clarification Raps

The following checklist should not be substituted for a close review of the material in this booklet, but it can serve as a ready reference for the Boys' Club staff member or volunteer group leader responsible for setting up the Values Clarification Raps.

___ Read HELP-A-KID Program Development Guide (Booklet #1) and review Basic Checklist for Organizing a HAK Thrust in a Boys' Club; complete any necessary steps

___ At a Boys' Club staff meeting, discuss instituting a HAK Values Clarification Raps program; secure Executive Director's support and obtain ideas on leader, timing, teenagers to include

___ Ask mental health agency, family counseling center or graduate schools to supply volunteer group leader for raps

___ Select catchy name for program (No Crap Raps, etc.)

___ Approach Keystone Club or other Boys' Club group about sponsoring program; if no strong group exists, seek teenagers (including girls) elsewhere in Club or through school or agency contacts

___ Have youth fill out HAK Participant Registration Forms and rap about the nature of the program, topics they would like to have included, and timing for sessions; ask for verbal "contract" to attend core group of sessions

___ Obtain a copy of Dr. Sidney Simon's book on Values Clarification

___ Send out a general mailing to Club parents describing the program

___ Meet with rap group leader to thoroughly brief him/her about Boys' Club youth and desired outcomes for HAK Values Clarification Raps; give him/her Boys' Clubs of America HAK values material

___ Set up schedule for program and topic flow, and decide on meeting room

___ Prepare or obtain any materials needed for sessions

___ Call participants to remind them of first session

___ Consider sponsoring related field visits or social events; make necessary contacts

___ At end of series, ask participants if they want to "renew" for another set number of weeks; if not, ask them for overall evaluation of program

___ Share results of program with entire Boys' Club staff

___ Formally thank those involved in raps as program resources

___ Complete "How Did Your Values Clarification Raps Go?" form at the back of this booklet and forward to Boys' Clubs of America.

General Subject A -- SELF-AWARENESS AND ROLES WE ASSUME

Topic One: Introduction; "Will the Real Me Please Stand Up?"

Objectives

- to create a supportive atmosphere among group members
- to encourage the need for communication on the part of each individual
- to gain a better understanding of self
- to identify the complex makeup of individual personality

Starter Questions

1. Group Warmup -- Have everyone present select a partner he/she does not know too well. The older person in each pair should describe himself, his interests, etc. to his partner for two minutes. Then the younger person describes himself for two minutes. Call the total group back together and have each person introduce his partner to the group, telling what he/she just learned. After everyone has a chance, rap with the total group about what the experience was like.
2. What does a "value" mean? How are values developed? What's valuable to you? What do you use for standards of judgment?
3. Think about the other people in your life who are specially important to you. What values do they represent?
4. How does a person come to know himself?
5. What different roles do you play in daily life (student, son, boyfriend, etc.)? How do you express these different roles (clothes, manner of speech, hair, etc.)?
6. Is it difficult to see yourself as others see you?
7. Are you aware of different ways you respond to different people or questions?
8. Why do people play games with each other?
9. What defense mechanisms do human beings use and why?
10. What is meant by "a relationship can only be as good as its communication"?
11. Are human beings capable of truly honest communication?
12. Is it hard to admit you need another person -- and tell him/her so?
13. Are you comfortable and "at home" with yourself?
14. Roles to Rap About: all heart -- always right -- body beautiful -- braggart -- clown -- competitor -- conformist -- crank -- cynic -- dominator -- dreamer -- drinker -- flirt -- gossip -- loner -- martyr -- mommy -- pouter -- prejudice -- procrastinator -- worrier. (Group might draw pictures of their interpretations of different roles -- or others they think up.)

Resources

- Invite in person skilled in transactional analysis theory and techniques.
- Paperback: WHY AM I AFRAID TO TELL YOU WHO I AM? by John Powell, S.J.; available for $1.95 from Argus Communications, 7440 Natchez, Niles, Illinois 60648.
- Filmstrip: WHY AM I AFRAID TO TELL YOU WHO I AM?, two color filmstrips on techniques for revealing our inner selves; available for $40 (record or cassette) from Argus Communications, address above.
- Film: I WHO AM, WHO AM I?, 15-minute color film on human struggle for self-awareness and identity; rental fee is $25 from Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.
- Adapt "Who Are You?" strategy (#54) from VALUES CLARIFICATION by Dr. Sidney B. Simon.
- Paperback: GAMES PEOPLE PLAY by Eric Berne, M.D.; available for $1.50 from Grove Press, 53 East 11th Street, New York, New York 10003.

Topic Two: Through Loneliness to Security

Objectives

- to achieve group security through acknowledgement of common loneliness and powerlessness
- to weigh results and alternatives for these feelings
- to strengthen youth's belief in their ability to be in command of their emotions and lives

Starter Questions

1. When you are all alone, do you feel lonely? Always? Sometimes?
2. How does confidence relate to feeling lonely? What makes a person have confidence in himself? How come some people have more self-confidence than others? What makes you feel confident?
3. Describe times when you feel little or no confidence at all. Why?
4. How many present have too much encouragement in their lives? Not enough? What are the results?
5. What do you think about the statement that for most people, life provides only moments of satisfaction? What contributes toward satisfaction at this stage of your life? Do you expect your reasons for satisfaction will change?
6. Do you sometimes find yourself unwilling to accept or face reality? What happens?
7. In what type of situations might a young person be powerless, not able to do anything about an aspect of his life? What kind of power do young people have?
8. How do you think most teenagers feel about their families? Do they need them to be secure?
9. How heavily are you dependent on how others think of you?
10. Why do teenagers tend to come together in groups a lot?
11. What ideas or things in life -- large or small -- make you feel good?

Resources

- Filmstrip: FRIENDLY AND HOSTILE, color filmstrip on adolescent moods; available for $20 (record or cassette) from Argus Communications, 7440 Natches Avenue, Niles, Illinois 60648.
- Film: DO YOU EVER WONDER?, 12-minute color film exploring identity problems of young people; rental fee is $15 from Pyramid Films, Box 1048, Santa Monica, California 90406.
- Film: LONELINESS...AND LOVING, 15-minute color film; rental fee is $25 from Learning Corporation of America, 711 Fifth Avenue, New York, New York, 10022.
- Film: TO BE A PERSON, 19-minute color film encouraging personality growth and healthy emotions; rental fee is $25 from Billy Budd Films, 235 East 57th Street, New York, New York 10022.
- Adapt "Privacy Circles" strategy (#21) from VALUES CLARIFICATION by Dr. Sidney B. Simon.

Topic Three: What's a Man? What's a Woman?

Objectives

- to clarify attitudes regarding sex role stereotyping
- to create or strengthen positive role models or images
- to promote maleness and femaleness as fundamental interpretations of basic human-ness
- to heighten understanding of why people are more alike than different

Starter Questions

1. What terms or qualities to you think of regarding the word "woman"? "Man"?
2. What different sex roles and attitudes are attributed to men and women? Are these realistic?
3. Do you like being a girl? Boy? Do you know why?
4. Do you think sex roles are innate or learned? Who's responsible?
5. Are exact definitions of sex roles getting more or less specific? Is this good?
6. What social factors have caused male/female roles to change?
7. How can society help to counter sex role stereotypes?
8. What basic needs do men and women share? How does each group satisfy these needs?
9. How many like the traditional ways boys have been expected to behave toward girls? What alternatives are there? What are the advantages and disadvantages of these alternatives?
10. How many believe that women should be as free as men to propose marriage? How many believe boys should be as free as girls in giving hints about getting married?
11. How many believe men should be heavily involved in raising their children? Why?
12. Are men turned off by women who are smart? What effects does this have?
13. Is one group more person-oriented than the other? Which? Why?
14. In what ways might striving to achieve a stereotype image affect an individual's happiness?
15. How did your upbringing contribute toward your feelings of male or female roles or attitudes?

Resources

- Filmstrip: MASCULINITY AND FEMININITY, two-part filmstrip on role definitions and stereotypes; available for $40 from Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.
- Film: MAN AND WOMAN, 30-minute color film on relationship between sexes; rental fee is $35 from Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.
- Films: TO BE A WOMAN, TO BE A MAN, two 14-minute color films on nature of roles; rental fee is $17.50 each from Billy Budd Films, 235 East 57th Street, New York, New York 10022.

98

Topic Four: The Reality of Feelings

Objectives

* to present the existence and universality of feelings in a neutral light
* to help youth understand the need and reasons for expressing feelings
* to focus on the uniqueness of each individual as a person
* to relate feeling good about oneself to the achievement of a satisfying life

Starter Questions

1. Is it good to be aware of your feelings? Why?
2. Is it hard to talk about your feelings or problems? Why?
3. What happens when a person continually suppresses his/her feelings?
4. Does communicating generally help to relieve suppressed feelings?
5. How many are like their parents when it comes to expressing feelings? How many would want their children to be like them?
6. Do most people have a wide range of feelings -- from love to hate?
7. How do people express emotions differently? Why?
8. What do you do when you feel strong feelings arise in another person?
9. How do people deal with conflicting feelings? Where do you go when you have a problem?
10. Can a person be at one level physically and another emotionally?
11. How fast do you act on your feelings? Is this good?
12. What have been the significant happenings in your life up to this point? Why? What other things are you hoping for that might be great?
13. How much does your point of view affect how your life works out? In what ways?
14. What factors influence a person's self-concept?
15. Do you think you understand yourself?

Resources

* Booklet: I AM LOVABLE AND CAPABLE by Dr. Sidney B. Simon, group story on feeling good about oneself; available for $0.40 from Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648.
* Filmstrip: FEELINGS AND THOUGHTS, color filmstrip on understanding decision-making; available for $20 (record or cassette) from Argus Communications, address above.
* Film: THE AUDITION, 9-minute color film on expressing emotions; rental fee is $15 from Oxford Films, 1136 North Las Palmas Avenue, Los Angeles, California 90038.
* Adapt "Partner Risk or Sharing Trios" strategy (#20) from VALUES CLARIFICATION by Dr. Sidney B. Simon.
* Adapt "Life Inventory" strategy (#58) from VALUES CLARIFICATION, above.

Topic Five: "The Worlds I Know and Care About"

Objectives

- to enable youth to focus on their present position as developing adults (vs. the children they've been and the more mature people they will become)
- to get out some of the problems and conflicts which group participants experience in their lives
- to strengthen group support and stimulate mutual growth by sharing current concerns

Starter Questions

1. Can you tell your parents or some adult at home about things that bother you?
2. Do you feel your parents are fair?
3. What disturbs you most about your parents?
4. Do you think parents are aware about a young person's need for independence?
5. When might you have felt close to your mother or father or both? Why?
6. Does you family do anything together that is fun?
7. Do you wish you had a larger or smaller family, or is it just right?
8. Would you bring up your children differently from the way you were raised? How? Why?
9. Of all the people you know, whom do you really admire? Why?
10. What is there about you that makes your friends like you?
11. What makes your best friend your best friend?
12. Are your friends interested in the same things you are?
13. Of all the things you do in your free time, which do you like most? Why? Least? Why?
14. Do you believe in God?
15. What did you do last night? How does this reflect what you value?
16. As you look at the world around you, is there something you sometimes wonder about?
17. What are some things you really believe in?
18. What one thing would you change about yourself if you could?
19. What are some of your notions about the good life?
20. What would you consider your main interests in life?
21. How often do you get into trouble?
22. How do you deal with unpleasant aspects of your work or of school?
23. How many would like more friends? How can you help a person who would like to get to know others better?
24. How do you feel about grades in school?
25. If you could change some of your educational program, what would it be?
26. What are the influences that have made you the way you are?
27. What three things do you wish you could talk with your parents about but can't?
28. What decisions are currently confronting you that will have a long-range effect on your life? What serves as a basis for your decision-making?

Resources

- Film: IT'S MY DECISION AS LONG AS IT'S WHAT YOU WANT, 12-minute color film on teenager/parent relations; rental fee is $15 from CRM Educational Films, 1011 Camino del Mar, Del Mar, California 92014.
- Film: TO BE A FRIEND, 14-minute color film on close relationships; rental fee is $17.50 from Billy Budd Films, 235 East 57th Street, New York, N.Y. 10022.
- Adapt "Twenty Things You Love to Do" strategy (#1) from VALUES CLARIFICATION by Dr. Sidney B. Simon.
- Adapt "Personal Coat of Arms" strategy (#47) from VALUES CLARIFICATION, above.

Topic Six: Setting Personal Goals and Adjusting to Change

Objectives

- to strengthen concepts of self-determination and personal control
- to encourage teenagers to utilize goal-setting principles in their lives
- to better prepare youth to deal with a continually changing life process

Starter Questions

1. Do most people have the opportunity to decide what to do with their lives?
2. Who really determines what goals people strive for -- people themselves, parents, society, or the times?
3. Do you think that some day, in some way, you might be an outstanding person? Do you want to be? What might help you along?
4. Do you feel satisfied with your life?
5. Do you feel you have control over what happens to you?
6. What changes would you like to make in your life? How might you go about it?
7. How do you view your potential?
8. How does a person learn to make decisions for himself?
9. How do you see yourself at 20, 40, 60? (job, children, lifestyle)
10. Why do people in the United States generally idealize youth and try to slow down any signs of aging?
11. What qualities does a person need to keep his cool throughout a lifetime?
12. Do you see your life as being different from your parents? In what way? Do you think your children's lives will be different from yours? In what way?
13. From this vantage point, what would you like your greatest achievement in life to be? Will you be able to do it? How?
14. Do you consider yourself flexible enough to handle an unknown future?

Resources

- Consider E. A. Robinson's poem, "Richard Cory."
- Filmstrip: LET'S GET ORGANIZED, color filmstrip on discovering your potential; available for $20 (record or cassette) from Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648.
- Film: A SENSE OF PURPOSE, 15-minute color film on achieving personal fulfillment; rental fee is $25 from Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.
- Film: VALUES AND GOALS: A WAY TO GO, 30-minute color film on goal-setting; rental fee is $40 from Oxford Films, 1136 N. Las Palmas Avenue, Los Angeles, California 90038.
- Film: TO BE GROWING OLD, 14-minute color film on valuing the aging; rental fee is $17.50 from Billy Budd Films, 235 East 57th Street, New York, New York 10022.
- Adapt "Proud Whip" strategy (#11) from VALUES CLARIFICATION by Dr. Sidney B. Simon.
- Adapt "Removing Barriers to Action" strategy (#27) from VALUES CLARIFICATION, above.

General Subject B -- ADOLESCENTS AND SEXUALITY

State laws governing medically related treatment for minors (pregnancy counseling, drug and birth control information, abortion, venereal disease examination and treatment, etc.) are often complex and vary greatly. Before becoming involved in the following discussions, the group leader should make sure he/she knows what applies locally. Copies of pertinent state laws can be obtained by contacting state legislators.

Topic One: Attitudes toward Sex and Sexual Practices

Objectives

- to establish a comfortable climate in which youth can discuss sex-related concerns
- to clarify misconceptions and share appropriate knowledge about issues the young people face
- to discuss the legal, emotional and ethical considerations inherent in sexual relationships

Starter Questions

1. When you think about sex, how do you feel? Is it normal for teenagers to think about sex a lot?
2. What are the differences between male and female attitudes regarding sex? Are most people consciously aware of these?
3. Does engaging in sexual activity make adolescents feel good? Why? What about afterwards?
4. Where did you get most of your information about sex from? From whom might you have preferred to get this information? Why?
5. At what age do you think a person should start learning about sex?
6. Are most parents able and/or willing to share sex information with their teenagers? If they can't, where can kids go?
7. Do you know our state laws regarding sexual practices among minors?
8. Is masturbation normal? Do most people masturbate? When does it begin?
9. Would you find it difficult to be friends with a homosexual? Why?
10. Do you see a difference between sex acts and human sexuality?
11. What kind of responsibilities and honesty toward one's partner does sexual activity imply?
12. Does having information on contraception encourage sexual intercourse?
13. Should schools give older teenagers full birth control information?
14. Why would a couple use contraceptives? Whose responsibility is it? Which types are best?

Resources

- Comic Book: TEN HEAVY FACTS ABOUT SEX by Sol Gordon, straight-talking booklet about common sex questions written in teen language; available in bulk rates (individual copies are $0.30) from The Institute for Family Research and Education, College for Human Development, 760 Ostrom Avenue, Syracuse, N.Y. 13210.
- Film: ABOUT SEX, 30-minute color film with rock music and honest talk; generally available on free loan from local Planned Parenthood or Family Planning agency.
- Film: WHAT ABOUT McBRIDE?, 14-minute color film on homosexuality; rental fee is $15 from CRM Educational Films, 1011 Camino del Mar, Del Mar, California 92014.
- Film: GROWING PAINS, 13-minute color film on adolescent sexual growth; rental fee is $20 from Pyramid Films, Box 1048, Santa Monica, California 90406.

Topic Two: Sexual Activity and Venereal Disease

Objectives

* to examine common sexual issues and decisions adolescents face
* to clarify the differences in values which frequently exist between young people and adults
* to share accurate information on handling physical problems resulting from intimate sexual practices

Starter Questions

1. How do you feel about pre-marital sex? How do you think your parents feel about you and pre-marital sex?
2. Why do parents get hung up about teenagers having sexual intercourse? Do they feel differently about boys vs. girls?
3. Why might a teenager not want to engage in sexual activity? Is this normal?
4. How do your close friends feel about having sex? Do you agree with them?
5. Is having intercourse with someone proof they really care about you?
6. What do you think about kids who talk a lot about their sexual activity?
7. Do you feel differently about boys vs. girls having intercourse? Who gets talked about most?
8. What's the difference between the physical and emotional aspects of sex? Are teenagers ready to handle both? Either?
9. What considerations should be weighed in having sex with someone you care about?
10. Are religious values involved in your feelings about sexual activity? In what way?
11. Do you think there's a "new morality" today? What is it?
12. How do you feel about teenagers having sexual relations with a lot of people?
13. What would you do if a girl became pregnant? Where might you go for help?
14. Did you ever know anyone with venereal disease? What did they do about it?
15. How do you get VD? How do you get rid of VD?
16. Is VD completely curable?

Resources

* Young doctors or medical school students to rap about VD causes and cures.
* Pamphlets: CAN YOU PASS THE VD QUIZ? and VD AND YOU, brief questions and answers to generate thought; available from U.S. Dept. of Health, Education, and Welfare, Public Health Service, Center for Disease Control, Atlanta, Ga. 30333.
* Filmstrip: TOMORROW HAPPENS TODAY, color filmstrip on adolescent decisions and VD's effect on unborn children; available free through local chapters of the National Foundation/March of Dimes.
* Film: VD - THE PLAGUE OF LOVE, 20-minute color film; available free (two months' notice advised) from Association-Sterling Films, 866 Third Avenue, New York, New York 10022.
* Film: ARE WE STILL GOING TO THE MOVIES?, 13-minute color film on adolescent sexual conflict; rental fee is $15 from CRM Educational Films, 1011 Camino del Mar, Del Mar, California 92014.
* Adapt "Alligator River" strategy (#50) from VALUES CLARIFICATION by Dr. Sidney B. Simon.

Topic Three: Establishing Meaningful Relationships

Objectives

- to clarify the ways in which men and women form growth relationships
- to examine the emotional and psychological aspects of love during adolescence
- to help youth consider personal relationships from the other person's point of view

Starter Questions

1. How important is it to you to have an exclusive boyfriend or girlfriend at this stage of your life? Why? Do your friends place value on this?
2. How many prefer group socials rather than pairing up? Why?
3. Does "dating" exist among your peer group? In what way?
4. When do you think a boy and girl are mature enough to become emotionally involved?
5. What difficulties exist in establishing a long-term exclusive relationship?
6. What do you think about people who don't date? How do they feel?
7. What does "love" mean to you? How do you know if you love another person?
8. If a person does not get along well with members of the same sex, will he/she be able to get along with members of the opposite sex?
9. Do you think the type of love people share throughout a lifetime changes at all? In what ways?
10. Are boys and girls looking for different things in relationships with the opposite sex? How?
11. Is it important to you to be close to someone else? Why?
12. Do most teenagers feel comfortable with the opposite sex? What factors contribute toward establishing a comfortable feeling?
13. What does a girl owe a guy if she goes out on a date?
14. What are the common problems teenagers have in boy-girl relationships? How are these solved?
15. What qualities attract you to someone else? Are most people you like opposite from you or like you? How does this affect a relationship?
16. What does "commitment" mean to you? Do you think it's important in a relationship?
17. How important is it to communicate with someone you care about?
18. Is getting married important to you? Why? When do you think you'll be ready?

Resources

- Filmstrips: SOME ASPECTS OF LOVE, five-part set on growing and loving; available for $49 (record) or $58 (cassette) from Parents' Magazine Films, 52 Vanderbilt Avenue, New York, New York 10017.
- Film: TO BE IN LOVE, 14-minute color film on learning to care; rental fee is $17.50 from Billy Budd Films, 235 East 57th Street, New York, New York 10022.
- Adapt "Values Voting" strategy (#3) from VALUES CLARIFICATION by Dr. Sidney B. Simon

General Subject C -- CONTEMPORARY LIFESTYLES

Topic One: Preparing to Handle an Unknown Future

Objectives

- to heighten teenagers' awareness and acceptance of alternatives in life choices, family styles, etc.
- to strengthen youth's understanding of basic human qualities required for life in an unknown future
- to help youth discern lasting values from temporal attitudes

Starter Questions

1. In thinking about your life as an adult, what differences will there be from the lifestyle of your parents? What will cause these changes?
2. What alternatives in living exist for you today that may not have been possible or socially acceptable before?
3. Do you expect that the lives of your children will be a lot different from yours?
4. In what three major ways has your thinking changed in the last two years?
5. What qualities do you now possess that you'd want to keep for your lifetime? Why?
6. Do you think life in the future will be very different from what it is now? How?
7. What human living situations do you know? Which are most common? Why? Which appeal to you most? Why?
8. What are the major differences in the lifestyles? The similarities?
9. Do you think you'd like to have children of your own? Why? What type of changes do children make in a person's lifestyle?
10. How many children would you like to have? Why?
11. What qualities would you look for in the mother (father) of your children? Do you consider this when you think about getting married?
12. Do you think about a specific occupation or profession for your future? What demands will this make on the type of lifestyle you'd like to have?
13. How hard do you expect to work in life to get what you need?
14. What qualities do you feel are most important to achieve a satisfying life?
15. Do you feel everyone has the right to live as he/she wants? In what ways? What restrictions might there be?

Resources

- Film: FUTURE SHOCK, 42-minute color film based on popular book -- good basis for discussion; rental fee is $40 from McGraw Hill Films, Future Shock Department, 1221 Avenue of the Americas, New York, New York 10020.
- Film: ELECTRONIC LABYRINTH, 17-minute color film on future society; available from Universal/16, 445 Park Avenue, New York, New York 10022.

Topic Two: Choosing and/or Living the Single Life

Objectives

- to promote an awareness of values involved in individual lifestyles
- to strengthen youth's appreciation for the right of individual choice
- to identify qualities and specific skills which are tied in with living alone

Starter Questions

1. Why do you think people might choose to remain single?
2. Is it a lifestyle you could see for yourself? Why?
3. What are the qualities of a person who might be specially suited for living alone?
4. What are the advantages of this particular style of life? Disadvantages?
5. Because of social pressures, do you think it's difficult to decide to remain single?
6. What do you think has caused the recent emphasis on the "singles syndrome"?
7. Do you think single people should be able or encouraged to have or adopt children? Why?
8. How has the welfare system affected having two parents in the home? What are the bad points? Good points?
9. Should single parents maintain social relationships with members of the opposite sex? How would they achieve this without causing anxiety in their children?
10. How important is the concept of extended family to people who remain single or choose to be single parents? Why?
11. What are some of the practical considerations of living alone or being a single parent?
12. Would single people have a more difficult time establishing commitment to others?
13. Why might a person choose to remain single for a period of time, even with marriage as an eventual goal?
14. How do the values involved in a single life differ from those involved in traditional marriage?
15. How difficult do youthink it is for people who become single again, such as widows or divorced persons, to readjust? Does a "couples only" attitude make them feel like outsiders?
16. What do people who have chosen to remain single do with their free time? In a life without children, does it take more planning?

Resources

- Bring in someone who has chosen to be a single parent to rap with the group. (Check adoption agencies or local chapter of Parents Without Partners. Try to insure this would not be threatening to group members by focusing on the person's choice of parenthood.)
- Paperback: THE SINGLE PARENT EXPERIENCE by Carole Klein; available for $1.95 from Avon Books, 959 Eighth Avenue, New York, New York 10019.
- Film: OUTSIDE THE GOLDEN RING, 23-minute color film on non-traditional relationships; rental fee is $20 from Creative Learning Center, P.O. Box 5331, Baltimore, Maryland 21209.

Topic Three: Traditional Marriage and Its Alternatives

Objectives

- to clarify values regarding long-term relationships with a single partner
- to strengthen understanding of factors which contribute toward a successful marriage
- to examine role of marriage in relation to children and family life

Starter Questions

1. Why do you think people choose to get married?
2. Is it a lifestyle you could see for yourself? Why?
3. What personal qualities are needed to insure a successful relationship with a wife or husband?
4. What are the advantages of this particular style of life? Disadvantages?
5. Do you think society subtly pressures people into getting married?
6. Why do some young people marry early? What effect does this have on their chances for a successful marriage?
7. What are young people looking for or expecting in marriage today? Are male and female expectations different?
8. What do you think keeps people together or makes a good marriage work? Where do love and sex fit in?
9. Is it better for a husband and wife to have similar or different interests? Why?
10. What part does commitment play in marriage? Is it necessary ? How is it expressed?
11. Have you heard the term "open" marriage? What does it mean to you?
12. Do you think being married is easy or difficult? Should one have to work to keep an ongoing relationship?
13. If you intend to get married, what qualities do you want in a marriage partner? Why?
14. What makes some marriages fail?
15. What do you think about the concept of "serial marriages" -- marrying several times during the course of a lifetime? What might make this happen?
16. Someone has said there are four "can'ts" in marriage: 1) you can't change people; 2) you can't fully understand another person ; 3) you can't make people love you; 4) you can't make someone else happy. How do you feel about these?
17. Do children make a poor marriage better?
18. Is it necessary to have children in a marriage?
19. How do you feel about a man and woman living together without being married?
20. What do you think about having a marriage contract come up for renewal about every five years?
21. How might you want your marriage to be different from that of your parents? Why?
22. How should young people prepare for marriage? What's the purpose of an engagement period? Is being engaged necessary?

Resources

- Have a minister or marriage counselor rap with the group about marriage as a state in life.

- * Paperback: WHY MARRIAGE? by Edward E. Ford; available for $1.95 from Argus Communications,7440 Natchez Street, Niles, Illinois 60648.
- * Paperback: OPEN MARRIAGE by Nena and George O'Neill; available for $1.95 from Avon Books, 959 Eighth Avenue, New York, New York 10019.
- * Filmstrips: MARRIAGE: WHAT IS IT ALL ABOUT?, five-part filmstrip set analyzing marriage vs. bachelorhood; available for $49 (record) or $58 (cassette) from Parents' Magazine Films, 52 Vanderbilt Avenue, New York, New York 10017.
- * Film: TO BE MARRIED, 14-minute color film on relating through marriage; rental fee is $17.50 from Billy Budd Films, 235 East 57th Street, New York, New York 10022.

Topic Four: All of Us Together: Living as Many

Objectives

- to understand reasons why group living situations develop
- to discuss personal qualities needed for a successful communal experience
- to clarify different types of group living situations

Starter Questions

1. What's your concept of a commune? What are the essential elements of communal life?
2. Why do you think a group of people choose to live together in this manner?
3. What personal qualities are needed to participate in a group living situation?
4. What are the advantages of this particular style of life? Disadvantages?
5. Do you think it's hard for people to continually share things in an open situation?
6. What are the differences between a commune and a large extended family?
7. Is there a difference between commune life and group marriage? Between communal living and what is commonly called group sex?
8. What factors contribute toward the stability of a group venture?
9. There are said to be some 2,000 to 3,000 communal groups nationally. Why do most of these ventures fail?
10. Do you think some people become members of such groups to help themselves rather than to help the group?
11. Today's social emphasis seems to be on individualism and temporary relationships. How does this affect the commune idea?
12. Is it a lifestyle you could see for yourself? Why?
13. What's your interpretation of a "sense of community"? Do you think it's possible to achieve this in a group living situation?
14. How do you feel about communal child rearing? What are the advantages? Disadvantages?

Resources

- Book: THE COMMUNAL EXPERIENCE by Laurence Veysey.
- Filmstrip: WHAT IS MARRIAGE?, two-part filmstrip on traditional and alternative lifestyles; available for $37.50 from Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.

Field Visit

*Locate a nearby commune or adult group living situation and ask if rap group can spend part of a day with the members. Talk together afterwards about their impressions and questions.

Topic Five: Understanding Divorce and Changing Relationships

Objectives

- to increase an awareness of the causes and effects of divorce
- to clarify personal feelings about divorce in light of common social and religious attitudes
- to strengthen teenagers' concepts of the essential elements for healthy human relationships

Starter Questions

1. Why do people decide to get divorced?
2. What do you think has caused the recent upsurge in divorce rates?
3. Why is divorce more common in urban areas than in rural?
4. How do religious attitudes affect divorce today?
5. Do you think divorce is necessary? Could you see it happening to you?
6. Should it be easy or hard to get a divorce? How can people be encouraged to work harder at their marriages?
7. What types of things go wrong in a relationship that can lead to divorce? Who would be to blame? Why?
8. Should a couple remain together for the sake of the children?
9. How is divorce best explained to children?
10. What do you feel are the responsibilities of parents to children in a divorce?
11. Why do children feel guilty when parents break up or have fights?
12. How do you feel about divorced parents re-marrying?
13. Does getting a divorce still carry the social stigma it once did?
14. What is the role of a marriage counselor in working with people who are having problems?
15. Does the age at which a couple gets married have any effect on their chances for getting divorced?
16. It has been said that desertion is the "poor man's divorce." What do you think? What conditions make this happen?
17. What effects does divorce have on people's self-concept? How is this helped?
18. Do you think men have a right to "fool around" outside of marriage? What about women? How does this affect mutual trust?
19. Where can divorced persons go for various types of psychological, emotional and legal help?
20. Who should be responsible for the children in a divorce? Why?

Resources

- Have a divorced person rap with the group about how divorce has affected his/her life.
- Film: IT HAS NOTHING TO DO WITH YOU, 12-minute color film on separation and divorce; rental fee is $15 from CRM Educational Films, 1011 Camino del Mar, Del Mar, California 92014.
- Film: PAPA, YOU'RE CRAZY, 18-minute color film on family breakdown; rental fee is $25 from Oxford Films, 1136 North Las Palmas Avenue, Los Angeles, Ca. 90038.

Field Visit

- Contact the local Family or Domestic Court and ask if the group can visit a session and rap with one of the judges afterwards.

General Subject D -- PARENTHOOD, FAMILIES AND CHILDREN

Topic One: What Does a Family Do?

Objectives

- to clarify the concept of family and the roles of family members
- to increase an awareness of the importance of family in the growth and development of children
- to broaden teenagers' knowledge of factors which contribute toward satisfying family life

Starter Questions

1. What is a family? What are the essential characteristics?
2. What different kinds of family structure do you know?
3. What are the qualities that make a family get along well? What creates problems?
4. What are the basic functions of a family?
5. What are the traditional family roles? Are these changing? How? Why?
6. Who is the "boss" in your family? Do you support that person?
7. What is the role of family in the development of a child?
8. Do you think fathers and mothers should share equally in raising children? What special functions are filled by each?
9. What part does an extended family play in the rearing of children?
10. Do you have grandparents living with you? How do you feel about it? How do your parents feel? Can you tell?
11. How does one learn to accept responsibility as a family member?
12. What does the individual do for the family? What does the family do for the individual?
13. What do brothers and sisters learn from growing up together?
14. When are problems with brothers and sisters most prevalent? Why do they happen?
15. What was expected of your parents when they were children? Has this changed?
16. Is less expected of younger brothers and sisters? Why? Is less expected of daughters than sons, or vice versa?
17. Is the family as a unit losing its influence? Why?
18. What characteristics typify family life today? Are these good? Why?

Resources

- Filmstrip: THE FUTURE OF THE FAMILY, two-part filmstrip on social forces affecting the family; available for $37.50 from Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.
- Film: THE ADVENTURES OF *, 10-minute color cartoon on family communication; rental fee is $12.50 from National Educational Film Center, Route 2, Finksburg, Maryland 21048.
- Film: FAMILIES GET ANGRY, 9-minute color film on frustrations arising from family quarrels; rental fee is $15 from Oxford Films, 1136 North Las Palmas Avenue, Los Angeles, California 90038.

Field Visit

- Arrange for group to visit a family services agency to discuss what services are offered (emergency child care, legal aid, children in trouble, food stamps, health care, family counseling, etc.) and how adolescents can get help with problems.

Topic Two: Parenthood as a Joy and Responsibility

Objectives

- *to help adolescents recognize parenthood as one of life's most important roles
- *to identify those qualities and skills possessed by an effective parent
- *to strengthen an appreciation of the need for parents in a child's development

Starter Questions

1. What should a couple consider in deciding whether or not to have children?
2. Should everyone be a parent? What qualities does a good parent possess?
3. How and when do people learn about being parents? Does it come naturally?
4. How long does it take to learn how to be an effective parent?
5. Do you think most parents handle their children well?
6. What qualities would you want in the father (mother) of your children?
7. Can parents have too high hopes for a child? What does this do?
8. How do you encourage a child without letting expectations become unrealistic?
9. Do you think children have rights? In what way?
10. What does a child need from his parents? (physically, emotionally, etc.)
11. Are most young people aware of the responsibilities of parenthood when they have a baby? Why?
12. Why is the relationship between parents of primary importance to the happiness of the family? What happens when this relationship breaks down?
13. How important is communication in family life? Do most parents really listen to their children, or vice versa?
14. Do you intend to raise your children as you were raised? Why?
15. Do you consider having children one of the most important things you'll ever do? Why?
16. What part does discipline play in helping a child? Can it be abused?
17. Why do you think some parents punish their children severely? What are the good and bad effects?
18. Do you feel good or bad about the thought of becoming a parent? Why?
19. How can you prepare now to be a parent if you want to?
20. When are parents most important to a child's development?

Resources

- * Have a young couple rap with the group about their feelings in having a baby.
- * Invite in the parents of a large family to talk about their experience and what it has meant to them.
- * Filmstrips: THE GROWING PARENT, five-part filmstrip set on how marriage changes into family life; available for $49 (record) or $58 (cassette) from Parents' Magazine Films, 52 Vanderbilt Avenue, New York, New York 10017.

- **Filmstrips:** CHILDREN, five-part filmstrip set on role of parents in raising children; available for $49 (record) or $58 (cassette) from Parents' Magazine Films, address above.
- **Film:** TO BE A PARENT, 15-minute color film helping adolescents look at their parents and themselves; rental fee is $20 from Billy Budd Films, 235 East 57th Street, New York, New York 10022.
- **Film:** THE FIRST YEARS TOGETHER...TO BEGIN A CHILD, 28-minute color film; available on free loan from Modern Talking Picture Service, Inc., 2323 New Hyde Park Road, New Hyde Park, New York 11040.
- **Film:** ROCK-A-BYE BABY, 30-minute color film on early need for parents; rental fee is $30 from National Educational Film Center, Route 2, Finksburg, Maryland 21048.

Field Visit

- If possible, visit the maternity ward of a local hospital. Schedule a rap with the doctor in charge about what his work entails, both from a physical standpoint and on the emotional level.

Topic Three: Un-Planned Parenthood

Objectives

- to clarify values in regard to pregnancy among unmarried individuals
- to help teenagers weigh effects and options this situation presents
- to consider possible causes and determine alternatives for achieving a feeling of self-identity and self-worth

Starter Questions

1. Do you think most teenagers who get pregnant want to? Out of ignorance or intent?
2. Under what circumstances do young people become pregnant?
3. Do you feel adolescent pregnancy is intrinsically "bad"?
4. How does our culture make pregnancy prevention difficult for teens?
5. If pregnancy rates for the general population are dropping, why not for young teens?
6. Is there a difference between pregnancy being a choice and a complication?
7. Someone has said that identity -- not sexuality -- is the basic problem in preventing adolescent pregnancy. What do you think?
8. When a girl finds out she's pregnant, what should she do?
9. What is the responsibility of the father? What are his rights?
10. Should the parents of the parents-to-be be involved in deciding what to do? How? Why?
11. What options are open to the girl? What are the advantages and disadvantages of each?
12. How does this situation affect relationships in both teenagers' lives?
13. How can it affect the life of the child?
14. What ways must a pregnant girl take special care of herself? Why should she?
15. What are the problems of early pregnancy?
16. Should pregnant adolescents be allowed to remain in school?
17. How does a school-age pregnant girl feel about herself as a person?
18. Where can a pregnant teenager turn for help?

Resources

- Have a pregnancy counselor from a family service agency come to rap with the group.
- Filmstrip: YOUNG, SINGLE AND PREGNANT, two-part filmstrip on unwed parenthood; available for $37.50 from Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.
- Film: WHO PAYS THE FIDDLER?, a six-minute color film on unwed pregnancy; rental fee is $10 from ROA's Films, 1696 North Astor Street, Milwaukee, Wisconsin 53202.
- Film: LUCY, 13-minute color film on one girl's decision; rental fee is $25 from ROA's Films, address above.
- Film: IT HAPPENS, 25-minute color film on teenage pregnancy; rental fee is $25 from Pyramid Films, Box 1048, Santa Monica, California 90406.

Topic Four: Should Family Finances Affect Family Size?

Objectives

- to identify the financial considerations involved in family life
- to increase teenagers' awareness of the costs involved in raising children
- to clarify factors to be considered in raising a family

Starter Questions

1. If you're interested in having children, how many do you think you'd want? Why?
2. Do you think you'll be able to afford to keep them?
3. How much does it cost to have a baby? To raise a child? What are these expenses for?
4. Do you think mothers of young children should work? What are the good effects? Bad effects?
5. Who is responsible for finances in a family?
6. What kind of stresses develop when there's not enough money for real necessities?
7. What are the good points involved in having large families? What are the problems?
8. What are the benefits and disadvantages of small families?
9. Is having children for everybody? Why?
10. How do you feel about adopting children instead of having your own?
11. Should children be told that they're adopted?
12. What do you think about abortion as a way of limiting family size? Should it be the right of the woman involved?
13. What are the religious considerations involved in this type of family planning? Ethnic considerations?
14. What things are considered necessities for family life today?
15. What happens to parents' self-image when they are unable to provide these for their children?

Resources

- Filmstrips: THE ECONOMICS OF PARENTHOOD, five-part filmstrip series on the financial aspects of family life; available for $49 (record) and $58 (cassette) from Parents' Magazine Films, 52 Vanderbilt Avenue, New York, New York 10017.
- Filmstrip: MAKING ENDS MEET, filmstrip on how to budget; available for $17.50 from Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.
- Film: THE MONEY TREE, 20-minute color film on financial maturity in marriage; rental fee is $25 (30 days' notice advised) from Aims, Instructional Media Services, P.O. Box 1010, Hollywood, California 90028.
- Films: BUDGETING; BUYING; CREDIT, three short color films on aspects of financial management for young people; available on free loan (two months' notice advised) from Aetna Life and Casualty, Public Relations and Advertising Department, Film Library, 151 Farmington Avenue, Hartford, Connecticut 06115.
- Film: ABORTION: PUBLIC ISSUE OR PRIVATE MATTER, 30-minute color film; rental fee is $25 from ROA's Films, 1696 North Astor Street, Milwaukee, Wisconsin 53202.

Field Visit

- Contact a local foster home placement agency and ask if the rap group can speak with someone in charge about the estimated costs of raising children, the reasons for taking a foster child, the intricacies of foster placement, etc.

115

Topic Five: Children with Special Problems

Objectives

- to identify physical and emotional problems prevalent among young children
- to increase understanding of the causes of these problems and their effects on family members
- to strengthen teenagers' ability to cope with such situations

Starter Questions

1. Is there a child with a special physical or emotional problem in the family of anyone present? Does anyone know a family with such a difficulty? How do they handle it?
2. What effects can a handicapped child have on parents? On other children?
3. What special rewards can result from such a difficulty?
4. Why must parents deal with their own feelings about a handicapped child soon after it is born? Do you think they feel guilty? Why?
5. Why is teamwork especially important in families where a child has some type of severe handicap?
6. Depending upon the nature and type of handicap, where might parents turn for advice?
7. What differences do you think there are in handling children who are physically handicapped vs. emotionally disturbed?
8. Do you feel children with severe handicaps belong in institutions? Why?
9. Have you ever thought that you might have a child with a physical or emotional handicap? Do you think you'd be able to handle it?
10. What kind of conditions cause handicaps and birth defects? Are they preventable?
11. Do you think children with one or no parents or children whose parents have been divorced face special emotional hurdles? How can they be helped?
12. Which do you think is more difficult to accept, physical or emotional handicaps? Why?
13. What are the differences between the common types of childhood afflictions? Are any especially prevalent in the local community?
14. How is the financing of prolonged illness handled?
15. How can a child acquire learning problems? How can a parent help to overcome these?
16. Why is bi-lingual education needed in certain areas of our larger cities? What happens when children cannot understand what's going on around them?

Resources

- Invite the director of an agency specializing in handicapped children (Easter Seal, Multiple Sclerosis, etc.) to rap with the group about the different type of afflictions and their psychological results on all concerned.

- * Booklet: A HANDICAPPED CHILD IN YOUR HOME; available from Office of Child Development, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201 (Publication OCD-73-29).
- * Film: CHILDREN WITHOUT SIGHT, five-minute color film on working with blind youngsters; available on free loan (four weeks' notice suggested) from Campbell Films, Film Library, Saxtons River, Vermont 05154.

Field Visit

- * Arrange for the group to visit a children's center for the multiply handicapped and spend some time interacting with the kids and rapping with the adults in charge.

General Subject E -- LIFE ISSUES AND SOCIAL CONCERNS

Topic One: Death

Objectives

- to clarify teenagers' feelings and fears about death
- to interpret death as a natural and inevitable part of life
- to create an awareness of the effects of death on family members

Starter Questions

1. Have you personally experienced the death of a loved one or someone close to you? How did you feel?
2. Do you think the death of a younger or older person is more tragic? Why?
3. Have you ever thought about your own death? What circumstances would you prefer? What good might thinking about death do?
4. Why might some people look forward to death? Do you think this is a good attitude? Why?
5. Is it advisable for young people to think about death? Why? How?
6. What is the value of life to you? Are there times when you want to give it up? Why?
7. What would you say to someone who wanted to take his own life?
8. Why do you think suicide rates are so high among adolescents? How could they be helped?
9. How do you feel about old people or those terminally ill being kept alive by machines?
10. Do you believe in a life after death? What kind? Is this helpful?
11. What are the common mourning customs of different ethnic and religious groups? What are their purpose?
12. Are younger children concerned with death? How should their questions be answered?
13. How can family members help each other when someone close dies?
14. Do you think life is filled with more bad or good? Why? Should there be both? Why?
15. How do you cope with your personal crises? Is it within your ability to meet them?

Resources

- Booklet: HELPING YOUR CHILD TO UNDERSTAND DEATH by Anna W.M. Wolf; available for $1.50 from Child Study Press, 50 Madison Avenue, New York, New York 10010.
- Film: BUT JACK WAS A GOOD DRIVER, 12-minute color film on adolescent suicide; rental fee is $15 from CRM Educational Films, 1011 Camino del Mar, Del Mar, California 92014.
- Film: TO BE AWARE OF DEATH, 14-minute color film on adolescent viewpoints; rental fee is $17.50 from Billy Budd Films, 235 East 57th Street, New York, New York 10022.
- Adapt "Life Line" (#53) and "Epitaph" (#55) strategies from VALUES CLARIFICATION by Dr. Sidney B. Simon.

Field Visits

- Arrange for group to visit a local funeral parlor or mortician to rap about his attitudes on death and how he deals with mourning families.
- Invite a local priest or minister to rap with the group on death and attitudes about the hereafter.

Topic Two: Distribution of World Resources / Ecological Considerations

Objectives

- to understand the relationship of population to the earth's ability to support itself
- to clarify values about man's responsibility to protect and care for the natural environment
- to interpret these concerns in terms of individual action

Starter Questions

1. Do you think you have a responsibility in regard to the natural environment? Why? What is it?
2. Do you think the problems of pollution are being exaggerated?
3. If the population continues to grow and the earth's resources are wastefully used, what will it be like for your children in 30 years? Do you care? Why?
4. Could you see an ultimate change in your own lifestyle caused by poor use of resources? How? What effect would it have on our standard of living?
5. Do you think the United States has an inexhaustible supply of resources? Why?
6. What is our responsibility to provide for nations with lesser means?
7. Do you think there are too many people here? Whose problem is it?
8. What do you think about the Zero Population Growth (ZPG) approach in relation to overpopulated countries? To America? To yourself?
9. How are religious values involved with these population problems? Ethnic/cultural values?
10. Do you think there's a limit to the number of people the earth can support?
11. What types of pollution exist in a local community? Can concerned citizens have any effect on bettering the environment?
12. How do adult attitudes affect the way children learn to care about their future environment?
13. In such a rich country, what do you think causes our economic problems? Could the system be reorganized for a better distribution of resources? How?
14. Why do so many people seem not to care about the world and environment around them?
15. Can inflation and recession be stopped without further damage to our environment?

Resources

- **Paperback:** THE POPULATION ACTIVIST'S HANDBOOK, blueprint for individual and group action on the population crisis; available for $4.95 from Collier Books, 866 Third Avenue, New York, New York 10022.
- **Film:** WE, 15-minute color film report of 1970 census findings and implications; available on free loan (book well in advance) from Bureau of the Census, National Audiovisual Center (GSA), Washington, D.C. 20409.
- **Film:** THE UNDOING, 8-minute color cartoon on wasteful use of resources; rental fee is $10 from Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.
- **Film:** IS THIS OUR FATHER'S WORLD?, 9-minute color film on effects of pollution and congestion; rental fee is $15 from Oxford Films, 1136 North Las Palmas Avenue, Los Angeles, California 90038.
- **Film:** JOEY'S WORLD, 23-minute color film about man's wasteful use of energy resources; rental fee is $25 from Pyramid Films, Box 1048, Santa Monica, Ca. 90406.

Field Visits

- Meet at a ZPG or Planned Parenthood center to rap with the people in charge and learn what they do.
- Ask someone from a Sierra Club chapter or other environmental group or agency to rap with the group about values and future ecology.

Topic Three: The Nature of Prejudice

Objectives

- to increase youth's awareness of the causes and effects of various types of prejudice
- to clarify values in relation to prejudice and explore ways it can be lessened or eliminated
- to identify the dangers of transmitting social prejudices from generation to generation

Starter Questions

1. Do you feel parental attitudes on various types of prejudice are transmitted to their children? Is this good? Why?
2. Is it easier to change the views of younger people or older people? Why?
3. What kinds of prejudice are you aware of in society? Which are most common? Have you ever examined your prejudices in light of their relevance to the present and future?
4. Does holding a grudge or having ill feelings against a group ever help? Why?
5. Is it harder for minority groups to raise their children?
6. How do you feel about interracial dating and marriage?
7. How do teenagers' views of the black reality differ from those of adults?
8. Do most whites act superior or do blacks just think they do?
9. Can a white really be a black's best friend?
10. Why do some black fathers find it hard to take a firm role in the family?
11. What should black parents tell their children about their blackness?
12. Why do parents feel uncomfortable talking about race and sex? How should they do it?
13. Can you really tell if you're a prejudiced person? How?
14. What ways have you experienced prejudice yourself? How did it feel? How did you handle it?
15. What does equality mean to you? Is it achievable?
16. How does racial prejudice differ from that against ethnic groups?
17. Do you think it's possible for human beings to eliminate prejudices? Why?
18. Why does prejudice of any type exist?
19. How can parents guard against prejudicing their children?
20. Is it as easy to love as to hate?

Resources

- **Film:** BILL COSBY ON PREJUDICE, 25-minute color film; rental fee is $25 from Pyramid Films, Box 1048, Santa Monica, California 90406.
- **Film:** BROTHERHOOD OF MAN, 10-minute color cartoon; available on free loan (six weeks' notice advised) from Department of Education, Amalgamated Meat Cutters and Butcher Workmen of North America, 2800 North Sheridan Road, Chicago, Illinois 60657.
- **Film:** THE MATTER WITH ME, 15-minute color film without dialogue on what it means to be black; rental fee is $25 from Oxford Films, Inc., 1136 North Las Palmas Avenue, Los Angeles, California 90038.
- **Film:** THE PERFECT RACE, 20-minute color film allegory on eliminating prejudice; rental fee is $20 from Pyramid Films, address above.

Topic Four: Coping with Violence

Objectives

- to increase awareness of the causes and effects of personal violence
- to sensitize adolescents to the effects of violence on children
- to help youth develop alternatives for violent feelings or reactions

Starter Questions

1. Is violence an inevitable part of human nature? Why?
2. To what degree is violence learned behavior? Instinctual?
3. Do you think civilization has become more or less violent through the ages?
4. Why do people stop to look at auto accidents or other tragedies? Does this "get out" their violent instincts?
5. How do you feel about violence in sports? Would we go to boxing matches if contestants were stopped just before they could hurt each other? Would touch professional football work instead of tackle?
6. What do you think is the effect of seeing violence in media, especially on children? Does it reinforce violent impulses or turn people off to violence in their lives?
7. Are children's TV shows "safety valves" for the violent feelings of children?
8. Is violence inherent in the "release" atmosphere of certain large rock concerts?
9. Is there a mind/body split in which the mind condemns the pleasure that the body feels in violence?
10. Do we condone violence in a "kill or be killed" situation? Why?
11. What is the role of war in our society? Is there such a thing as a just war?
12. What type of violence do you experience in your life? What causes it?
13. Does violence erupt more easily when people are in groups? What does this say about gang movements?
14. How does violence relate to anger? Do you think you can control your own anger?
15. What causes parents to act violent toward children? Can this be helped? What does it lead to?

Resources

- **Film:** VIOLENCE: JUST FOR FUN, 15-minute color film; rental fee is $25 from Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.
- **Film:** HOLY WAR, 8-minute color film on brutality of war; rental fee is $15 from Billy Budd Films, 235 East 57th Street, New York, New York, 10022.

Topic Five: Political Leadership and Governmental Systems

Objectives

- to strengthen youth's understanding of the workings of governmental systems and the democratic way of life
- to encourage young people to participate in the system themselves in order to reduce political evils
- to increase teenagers' awareness of the moral qualities for leadership

Starter Questions

1. How does politics relate to the governmental system under which we live?
2. Do you have faith in our political system? Why?
3. Do you feel Americans have adapted a cynicism toward their elected officials? Why?
4. Do you think all men in politics are corrupt? How? Why?
5. Do many people prefer to remain ignorant of how things get done? Why?
6. What is meant by public and private moralities? Do most people exhibit such tendencies? Do you?
7. If you have enough people and money behind you, can you get the public to go along with you? Why?
8. Would you want to be a politician? Would you want to affect legislation that helps better the lives of people? Do you see a difference?
9. What do you think are the qualities of a good public leader?
10. Can young people have an effect on their local political systems? How?
11. Is ours really a government of the people? Do you feel an individual counts?
12. Who do you think is responsible for our governmental systems?
13. How does government reach and influence the lives of children? In what way does it affect families?
14. What would happen to some families without educational and social assistance?
15. What current issues affect the lives of children in your community?
16. What is behind a drive for political leadership?
17. Do you think it's necessary for a governmental system to exist? Why?
18. Do you think there are any governmental systems better than ours?

Resources

- Film: POLITICS, POWER AND THE PUBLIC GOOD, 15-minute film on the corruption of power;rental fee is $25 from Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.

Field Visit

- Arrange for the group to visit the local mayor or congressman to discuss their concerns and the relationship of politics to government.

Topic Six: The Need for Drugs and Alcohol

Objectives

- to clarify values relating to adolescent drug and alcohol use
- to examine the effects of drug and alcohol abuse on family life
- to strengthen an awareness of the difference between use and abuse

Starter Questions

1. Why do teenagers use drugs and alcohol? What social pressures are involved?
2. When does use become abuse?
3. What makes an addict or an alcoholic?
4. Why in our times do young people seem more vulnerable to drug and alcohol abuse?
5. What parts do parents play in whether or not kids use and/or abuse drugs?
6. Can you talk with your parents about drugs and alcohol at all? Do they cop out from speaking about them? What's the effect?
7. Do you see drug use as a way of manipulating reality? Why?
8. What effects does drug use have on a girl when she's pregnant?
9. Should the laws which make possession of marijuana illegal be repealed? Why?
10. Which do you think is more harmful, drug or alcohol use? Which is more widespread in your community?
11. What happens to family life when a parent is an addict or alcoholic?
12. Where might they go for help if they want to?
13. Do you think the media emphasis on teenage drug and alcohol use adds to the problem? How?
14. Have school programs on drug and alcohol use been effective? What has been the result?
15. Where can a teenager who abuses drugs or alcohol find help?
16. What drugs to teenagers most commonly misuse? What about adults?
17. How do you feel about use of drugs to control the behavior of children? Is there a difference between this and use by adolescents? Do you think there's a double standard?
18. What happens when children see parents misusing drugs and alcohol?

Resources

- Invite a teenage member of Alcoholics Anonymous to rap with the group.
- **Filmstrip:** HARD TO FEEL YOU'RE SOMEBODY: DOPE IN THE CITY, two-part filmstrip on inner-city teenage pressures leading to drug use; available for $37.50 from Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.
- **Film:** CAN YOU TAKE IT?, 12-minute color film on alcohol use; available on free loan (ten weeks' notice advised) from Association-Sterling Films, 866 Third Avenue, New York, New York 10022.
- **Film:** ESCAPE FROM ADDICTION, 27-minute color film on alcohol and drug addiction; available on free loan from Association-Sterling Films, address above.
- **Film:** EVERYBODY'S GOING WHERE I'VE BEEN, 14-minute color film on drug addiction; rental fee is $17.50 from Billy Budd Films, 235 East 57th Street, New York, New York 10022.
- **Film:** THE ALCOHOLIC WITHIN US, 23-minute color film allegory on analyzing the alcoholic personality; rental fee is $25 from Pyramid Films, Box 1048, Santa Monica, California 90406.

Field Visit

- Take the rap group to a nearby drug rehabilitation center or group home. Ask for a tour of the facility and have the group rap with the people in charge about the nature of their program.

APPENDIX

CLARIFYING RESPONSES SUGGESTED BY
THE
SEVEN VALUING PROCESSES

By Louis E. Raths, Merrill Harmin, and Sidney B. Simon*

1. Choosing freely

a. Where do you suppose you first got that idea?
b. How long have you felt that way?
c. What would people say if you weren't to do what you say you must do?
d. Are you getting help from anyone? Do you need more help? Can I help?
e. Are you the only one in your crowd who feels this way?
f. What do your parents want you to be?
g. Is there any rebellion in your choice?
h. How many years will you give to it? What will you do if you're not good enough?

2. Choosing from alternatives

a. What else did you consider before you picked this?
b. How long did you look around before you decided?
c. Was it a hard decision? What went into the final decision? Who helped? Do you need any further help?
d. Did you consider another possible alternative?
e. Are there some reasons behind your choice?
f. What choices did you reject before you settled on your present idea or action?
g. What's really good about this choice which makes it stand out from the other possibilities?

3. Choosing thoughtfully and reflectively

a. What would be the consequences of each alternative available?
b. Have you thought about this very much? How did your thinking go?
c. Is this what I understand you to say...(interpret his statement)?
d. Are you implying that...(distort his statement to see if he is clear enough to correct the distortion)?
e. What assumptions are involved in your choice? Let's examine them.
f. Just what is good about this choice?
g. Where will it lead?
h. For whom are you doing this?
i. With these other choices, rank them in order of significance.

4. Prizing and cherishing

a. Are you glad you feel that way?
b. How long have you wanted it?

---

*From Values and Teaching: Working with Values in the Classroom (Columbus, Ohio: Charles E. Merrill, 1966).

c. What good is it? What purpose does it serve? Why is it important to you?
d. Should everyone do it your way?
e. Is it something you really prize?
f. In what way would life be different without it?

5. Affirming

a. Would you tell the class the way you feel some time?
b. Would you be willing to sign a petition supporting that idea?
c. Are you saying that you believe...(repeat the idea)?
d. Should a person who believes the way you do speak out?
e. Do people know that you believe that way or that you do that thing?
f. Are you willing to stand up and be counted for that?

6. Acting upon choices

a. I hear what you are for; now, is there anything you can do about it? Can I help?
b. What are your first steps, second steps, etc.?
c. Are you willing to put some of your money behind this idea?
d. Have you examined the consequences of your act?
e. Are there any organizations set up for the same purposes? Will you join?
f. Have you done much reading on the topic? Who has influenced you?
g. Have you made any plans to do more than you already have done?
h. Would you want other people to know you feel this way? What if they disagreed with you?
i. Where will this lead you? How far are you willing to go?
j. How has it already affected your life? How will it affect it in the future?

7. Repeating

a. Have you felt this way for some time?
b. Have you done anything already? Do you do this often?
c. What are your plans for doing more of it?
d. Should you get other people interested and involved?
e. Has it been worth the time and money?
f. Are there some other things you can do which are like it?
g. How long do you think you will continue?
h. What did you not do when you went to do that? Was that okay?
i. How did you decide which had priority?
j. Did you run into any difficulty?
k. Will you do it again?

Please fill out and return

HOW DID YOUR HAK VALUES CLARIFICATION RAPS GO ? ?

To provide a thorough report to the Office of Child Development on the nature and number of HELP-A-KID Values Clarification Rap programs which have taken place, we need some specific information on the series your Boys' Club has just conducted. This will also help us to improve future materials by making them directly relevant to the expressed interests of Boys' Club teenagers.

Please complete this questionnaire as soon as possible, detach it from the booklet, and send it to: Joan R. Licursi, Director, Education for Parenthood
Boys' Clubs of America, 771 First Avenue, New York, N.Y. 10017

Thanks for your help!

Name ______________________________ Position ______________

Boys' Club ______________________________ Date ______________

Address ____

1. Our HAK Values Rap program lasted for ________ weeks. It began ____________
   (number) (date)
   and ended ______________.
   (date)

2. The major topics discussed were:

(a)	______________	(f)	______________
(b)	______________	(g)	______________
(c)	______________	(h)	______________
(d)	______________	(i)	______________
(e)	______________	(j)	______________

3. Which topic sparked the most interest? ______________________
   Why? ____

4. Which topic generated least interest? ______________________
   Why? ____

5. Who served as adult group leader for the program (including title and agency)?
   ____

(over)

6. The following community resource people took part in the program (title, agency):

______________________________ ______________________________

______________________________ ______________________________

7. The following audio/visual or other materials were aspecially helpful:

____

____

8. Follow-up field trips included: ____________________________________

____

9. ________ teenagers took part in this program. (_____ boys, _____ girls)
number

Were all Boys' Club members? ( ) yes ( ) no
(Other participants were from: ____________________________________)

10. In your opinion, did the teenagers' knowledge and attitudes change as a result of the program? ( ) yes ( ) no How?

____

____

____

11. Will the same group sponsor or take part in other HAK programs? ( ) yes ( ) no
What?

____

12. We plan to use the HAK Values Clarification information with our other Boys' Club programs in this way:

____

____

13. Additional comments: ____

____

____

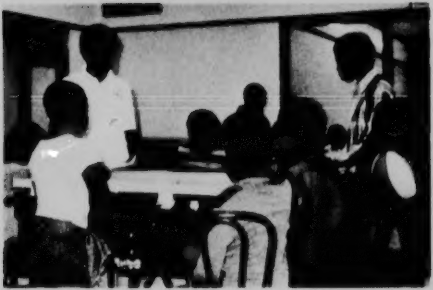
____

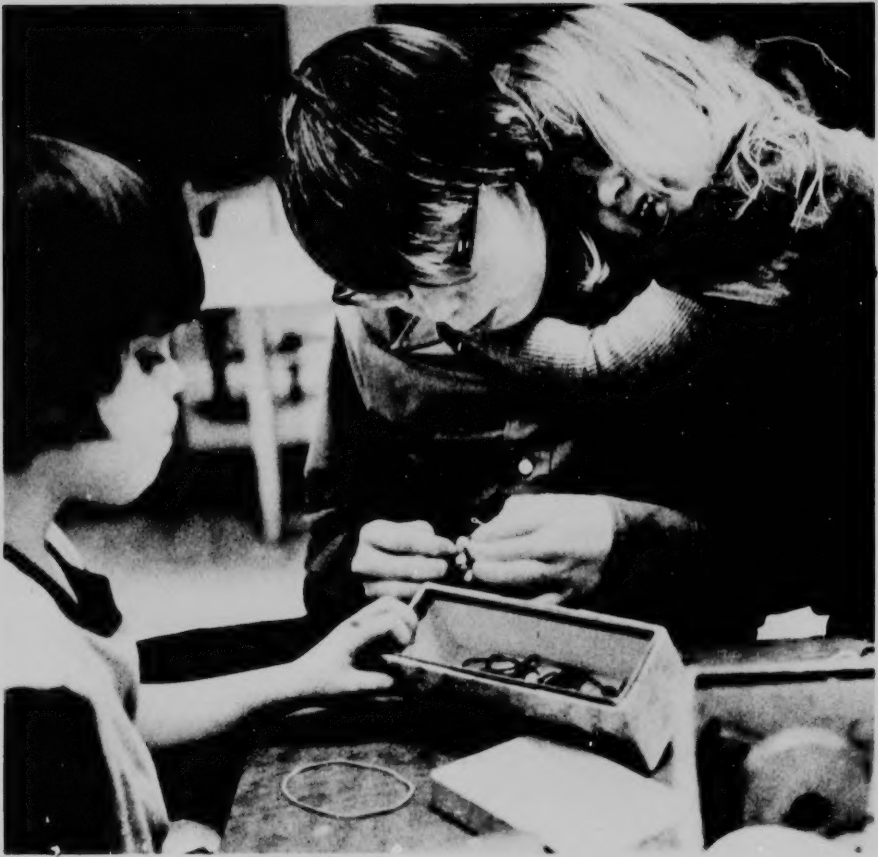
4

HELP-A-KID

Acquiring Skills for Bachelor and Family Living through

HUMAN SURVIVAL TRAINING





BOYS' CLUB

HELP-A-KID

Prepared by
BOYS' CLUBS OF AMERICA
National Manpower and
Program Services

Sponsored by
U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Child Development
Grant OCD-CB-459

HELP-A-KID Human Survival Training At-A-Glance

Age Group: 14- to 17-year-olds

Background: Boys' Club members, Keystone Club, interest group

Optimal Size of Group: 10 to 15 teenagers

Length of Program: Determined by group (ten sessions in five weeks recommended)

Length of Sessions: One and one-half to two hours

Place: Varies with topic; most in Boys' Club small meeting room, others in kitchen, woodshop

Personnel: Red Cross volunteer, with Boys' Club staff or other specialists

Supplementary Programs: Extended training in areas of interest, setting up day care center, babysitting service, field trips

Lead-In Time: Four to five weeks

Necessary Expenses: Materials for cooking, woodshop

Reason for Participating:
* Training pre-requisite to babysitting or working with younger children on a continuing basis
* Opportunity to actively participate in acquiring practical skills on a small-group basis
* Certification by American Red Cross
* Chance to have some fun
* Possibility of using skills to make some money

Key Concepts:
* Build on topics suggested by participants
* Work out program with local Red Cross coordinator
* Give effort masculine image by incorporating practical skills
* Have teenagers learn skills by becoming involved in experiences
* Learning about aspects of child care as a fundamental and practical skill for living
* Follow training with field experiences if possible

Copyright 1975, Boys' Clubs of America

TABLE OF CONTENTS

Introduction 4

Setting Up the Program 5

Program Participants 6

Objectives of Training Program 6

Structure and Content 7

Field Experiences 8

Resources 10

Recognition 11

Promotion and Publicity 11

Key DO'S and DON'TS 13

Basic Checklist for Organizing Program 15

SESSION #1 (First Aid and Home Safety) 17

SESSION #2 (Nutrition and Cooking Skills) 19

SESSION #3 (Recreation Activities) 21

SESSION #4 (Baby Care) 23

SESSION #5 (Child Behavior) 25

SESSION #6 (Childhood Illness) 27

SESSION #7 (Home Fix-It Skills) 29

SESSION #8 (Personal Grooming) 31

SESSION #9 (Handicapped Children) 33

SESSION #10 (Economic Considerations) 35

Appendix 37
  A. Letter Seeking Field Placement Sites
  B. Certificate for Completing Course

HOW DID YOUR HAK HUMAN SURVIVAL TRAINING GO ? ? 39

INTRODUCTION

During the initial year of Education for Parenthood field testing, an integral part of the HELP-A-KID program was a training course to help interested teenagers become Mother's Aides or Child Care Technicians. This was offered at all three pilot sites in conjunction with local chapters of the American National Red Cross, and was adapted to meet the needs and interests of the particular teenagers involved. Those completing the course were certified by the Red Cross and were to be available for babysitting jobs or mini-day care experiences within their communities on a fee-paid basis.

Although both boys and girls enjoyed learning specific skills relating to the care of babies and young children, it was difficult to find follow-up "jobs" in the community. The best immediate use of the child care training was made by teenagers who volunteered their time to work with children in local day care centers. One of the pilot sites encouraged its Child Care Technicians to work regularly with a group of youngsters in a nearby home for the multiply handicapped.

At the 1974 National Conference of Boys' Clubs of America, Dr. Lee Salk, Director of Pediatric Psychology at the New York Hospital-Cornell Medical Center, proposed that schools and agencies serving youth begin to offer programs in what he termed "human survival training". Dr. Salk, whose talk was sponsored by the HELP-A-KID program, felt that all youth should be encouraged to acquire a wide variety of practical skills they will need as adults -- skills in such generally neglected areas as parenting, household management, home repair, etc.

With this thought in mind, the HELP-A-KID child care program has been broadened to include other skills for living which should contribute to the formation of more competent adults. First-year HAK program coordinators felt this revised approach in Human Survival Training would make the course more generally attractive to boys, who could now learn first aid and home repair in addition to all-important skills relating to care of the young. Human Survival Training remains basically an experiential approach to learning techniques needed for parenthood, and in addition includes practical skills helpful for bachelor living and other aspects of mature adulthood.

As with all HELP-A-KID programs, it is necessary that the Boys' Club Executive Director and other professional staff members be fully supportive of Human Survival Training and do all they can to make the experience exciting and rewarding for the teenagers involved. Club staff may have key contributions regarding program content, and can encourage teenagers they know to participate in the course regularly. The contents of this booklet are merely suggestions for structuring a program and should be reviewed with Club staff, teenagers and pertinent community agencies for relevance to local needs and interests.

The topics contained here have been synthesized from HAK pilot site programs with the American National Red Cross, as well as from requests made of first-year program coordinators by participating teenagers. A ten-session series is suggested, with most child care information scheduled toward the beginning of the program so that Red Cross certificates in this area can be presented half-way through and become a stimulus for continuing. In keeping with the major HELP-A-KID thrust, Boys' Clubs utilizing Human Survival Training should seek field experiences in their Clubs or communities through which teenagers completing the program can work directly with young children. The program's main emphases are on learning by doing, and subsequently utilizing the newly acquired skills to reinforce their meaning.

SETTING UP THE PROGRAM

After administrative approval has been given, the first task involved in organizing a Human Survival Training program is to determine how many teenagers in the Boys' Club and surrounding community are interested in the idea (see PROGRAM PARTICIPANTS). In general, the chief job for the Boys' Club staff member who organizes the program is one of coordination, as most session topics can best be presented by specialists from related agencies.

The first contact to make is with the local chapter of the American National Red Cross. Much of the information suggested for Human Survival Training content, especially that related to the care of young children and first aid, is available through already established Red Cross programs. The coordinators who organized HELP-A-KID activities at pilot site Boys' Clubs worked closely with Red Cross staff members in adapting their programs to the Boys' Club need, and received great cooperation in designing a unique experience for the teenagers involved. At one site, a group of teenagers themselves worked with Red Cross staff in structuring the "Child Care Technician" content.

A second step is to contact all community agencies serving young children -- public and private day care centers, children's homes, hospitals, Head Start organizations, nurseries and pre-schools, parent/child training centers, etc. (see Booklet #1) -- to seek possibilities for placing interested teenagers in a field experience after the course itself is over. If the Boys' Club community is not too large, these contacts are best made in person. A sample letter utilized by one pilot site Boys' Club in a larger city is contained in the Appendix. Families of Boys' Club youngsters and Mothers' Club members should also be asked how they might use trained youth aides as babysitters, day care assistants, etc.

In setting up Human Survival Training content, it would be advisable to have the Red Cross staff person read this booklet and determine which parts of the local chapter's programs can be incorporated. The ability to receive Red Cross "certification" for the course served as a real attraction for first-year participants, and all basic elements of the Mother's Aide Course should be included in any Human Survival program so this "certification" can be made.

Boys' Club contacts with other community organizations and individuals should be fully utilized to supplement the Red Cross content where necessary. Parents involved as building tradesmen or those with small children may be brought into the program at appropriate points, as can school nutritionists, recreation specialists, teachers of the handicapped and firefighters. Every effort should be made to keep the course as interesting and varied as possible. The Red Cross contact may wish to serve as the continuing link between individual sessions or have a Boys' Club staff person fill this role. In any regard, the staff member responsible for coordinating the entire program should be on hand during every meeting to assist whoever is in charge.

PROGRAM PARTICIPANTS

HELP-A-KID Human Survival Training should be made available to any interested teenager in the Boys' Club or local community. The Red Cross should be consulted regarding group size; between 10 and 15 participants is suggested so all may become actively involved during the sessions. During the pilot year, it proved advisable to sign up a larger number of teenagers for the program in order to have average session attendance fall between 10 and 15.

Participants in Human Survival Training may be slightly younger than teenagers involved in other HAK programs, but all should be of high school age so experiences and abilities will be somewhat similar. The program should be of great interest to those young people who enjoy working with children, but efforts should also be made to involve those capable of developing such an interest. A coed group will provide a more enjoyable experience for all, and involvement of girls may help to draw more boys into the program. It is helpful if the course keeps a decidedly masculine tone ("child care technicians" instead of "mother's aides", etc.) so that boys will be encouraged to participate without teasing by friends.

The Boys' Club staff member who organizes the program should individually contact teenagers he knows to take part, and perhaps present the idea to an ongoing Boys' Club group, such as a Keystone Club. Girls or additional participants may be obtained by working through the local school system and having the program announced in classes or on high school bulletin boards. Contact might also be made with the local Neighborhood Youth Corps organizer to see if there are any N.Y.C. enrollees placed in agencies which serve young children. These teenagers would have an additional reason for participating in the program, and the Boys' Club could thereby offer a needed service to other community groups.

OBJECTIVES OF TRAINING PROGRAM

In general, the HELP-A-KID Human Survival Training program is designed to:

* strengthen teenagers' belief in themselves as competent, adult individuals
* provide a basic knowledge of specific skills for bachelor and family living
* remove sex role stereotypes related to certain functions of family life

134

- develop techniques and positive attitudes toward parenthood roles
- train teenagers to work effectively with younger children
- furnish a community service by increasing young people's skills in child care
- help teenagers understand their own parents and the everyday responsibilities of adult life.

STRUCTURE AND CONTENT

To organize an effective program, at least four weeks are needed before the course begins to attract participants, contact the local Red Cross chapter and appropriate community agencies and make arrangements to conduct the activity at the Boys' Club. Teenagers who wish to become involved should fill out HAK Participant Registration Forms as described in Booklet #1, and at this time rap with the staff coordinator about their interest in the program, the topics they might like to see included, how long the series should run, etc. It is suggested that a verbal "contract" be made with each participant to attend the initial group of sessions (five or six), receive "certification" as a Child Care Technician, and then determine if he/she wishes to continue with the program.

It will be obvious to those involved in structuring the program that each of the suggested session topics could be developed into a complete course by itself. The purpose of combining them into Human Survival Training, however, is to give all teenagers a broad overview of practical skills, with an in-depth knowledge about caring for young children. If a great deal of interest is expressed in a particular area, this can later be developed into a more detailed course on that subject (such as first aid, working with the handicapped, home repair, etc.). The Red Cross instructor or other community individual in charge of each session should give as much practical information on the topic as possible during the amount of time the teenagers want to stay. Most sessions should last from one and one-half to two hours, which will pass quickly if the teenagers are actively involved in learning skills.

Before the course begins, a representative group of participants (three or four) might volunteer to work with the Red Cross person in building a Human Survival Training program geared to their interests and needs. As stated earlier, it is important that it contain the essential elements of the child care course, but additional topics will make the course more interesting and maintain the interest of boys. Session leaders should make every effort to present their subject in a participatory and experiential manner so the teenagers will actually learn by doing (bathing "babies", taking temperatures, applying bandages, changing diapers, making dinner, playing games, etc.). Subjects should be treated from both the traditional male and female points of view, emphasizing the responsibilities of each group to possess well-rounded family living skills.

There is no recommended sequence to the suggested Human Survival sessions, except those related to child care have been grouped together in the first half to ease early "certification" in this area. Efforts should be made to find out

135

what the teenagers already know in each area in order to reinforce prior knowledge and to prevent a great deal of repetition. Most older youths have already been "taught" many of these concepts by their parents, and instructors should be advised to remember that various cultures have different philosophies in regard to child care. It is therefore especially important that all session leaders be familiar with the cultural patterns of the community and the teenagers in the group.

The Human Survival Training program needs to be scheduled at the convenience of the teenagers, the Red Cross or other volunteers and the Boys' Club program staff. At the HELP-A-KID pilot sites, the best time for those involved was during the late afternoon or early evening, and most courses ran between 7:00 and 9:00 p.m. on locally convenient days of the week. The first-year HAK coordinators suggested that clubs desiring to sponsor ten sessions should run them twice a week for five weeks, if at all possible. Teenagers found it less difficult to come to the Boys' Club frequently than to commit themselves for an extended period of time. This arrangement would have to be suitable for Red Cross personnel.

It was generally felt that spring is the ideal time to run a Human Survival Training course for the first time because it gives teenagers the opportunity to investigate or prepare for summer work or volunteer experiences. If there are no paid jobs available, young people are more likely to volunteer their time during summer months just to have something to do. If the initial effort is successful, the basic training can be re-scheduled two or three times during the program year to involve as many youth as possible.

FIELD EXPERIENCES

As mentioned earlier, an essential part of organizing the Human Survival program is to survey community agencies or institutions serving children to see where teenagers might be placed for a job or volunteer experience after the course is over. This training-plus-experience approach is an essential element of the HELP-A-KID program, and the opportunity to utilize their newly acquired skills serves as an incentive for the teenagers to complete the course.

During the program's planning stages, the Boys' Club staff coordinator will be working with the teenagers and Red Cross representatives to determine course content. As possible topics are reviewed, a master list should be prepared of local agencies or institutions which are related in some way to each subject. Examples might include: hospitals or crisis centers (first aid); public and private day care agencies, pre-schools, Head Start organizations, nurseries (recreation, child behavior); children's group homes or foster placements (nutrition, handling babies); schools for the handicapped, agencies serving the blind, emotionally disturbed, physical therapists (working with the handicapped); etc. After a list relating to a Club's particular program has been developed, the staff member should contact the agencies involved and see what opportunities they have available for teenagers in regard to part-time work, volunteering and/or summer jobs.

136

It is best to contact these potential field placement sites in person so those in charge can clearly understand the objectives of the HELP-A-KID effort in general, and of Human Survival Training in particular. One of the pilot HAK sites used a letter similar to that in Appendix A to initially determine the interest of community agencies in supporting and participating in the program.

Another -- and perhaps more effective -- alternative would be to schedule a meeting of agency representatives at the Boys' Club so the program could be thoroughly explained. This would enable all those interested to indicate at one time how they might participate. See the appendix in the HELP-A-KID Program Development Guide (Booklet #1) for a sample letter used for a similar purpose.

The agencies willing to sponsor field experiences should be asked to provide supervision and some form of in-service training while the youth are "on the job". The teenagers will need to relate the knowledge gained in the Human Survival Training program to what they are doing, and should be encouraged to ask questions and make suggestions. Agency personnel should be briefed by the staff coordinator about the HAK philosophy of working with adolescents (Booklet #1) and the expected outcomes of the program.

It is helpful to place the teenagers at the agencies in small groups of two or three for mutual support. This permits more youth to become involved and prevents insecure individuals from feeling isolated. One of the pilot sites built this group placement at day care centers into the program as a "requirement" or "bonus" for successful completion of the Red Cross course. It should be noted that most agencies are very desirous of having male volunteers work with their younger children because of the widespread absence of a male image in the home.

Another type of post-course field experience can be arranged by having the teenagers set up their own group "business" related to the subject matter. Examples of this include a babysitting service, mini-day care center, or summer day camp for younger children. Some of these activities have particular appeal for boys with organizational ability and are explained more fully in Booklet #5.

To organize these experiences, the Boys' Club, Mothers' Club, families of members and other community residents (housing projects, church groups, etc.), should be contacted about the program to determine their degree of interest. Some parents may be willing to work with the teenagers in getting these services going, and this would stimulate healthy and desirable parent/adolescent interaction. The general availability of trained babysitters should be advertised throughout the area in community media.

If few opportunities exist for actual placement of teenagers for a "hands on" experience at community agencies, a field trip program might be organized to demonstrate for the youth how the skills they learned are utilized in actual jobs. The agencies or institutions on the original master list can be contacted about having a small group of teenagers visit their facility, rap with a staff member, and tour the area. Potential sites might include various parts of a hospital, doctors' offices, school kitchens, day care centers, nursing schools, child psychologists, plumbing or electrician shops, charm schools, homes for the multiply handicapped, etc. Additional information on organizing such a field-trip program is also contained in Booklet #5.

RESOURCES

Boys' Club staff time for organizing the Human Survival Training course, working with the Red Cross and other community agencies, and arranging field experiences for the participants is the greatest resource needed. Financial requirements in other areas are minimal. The costs involved for office supplies and mailing can be absorbed into the Club's operating budget, and most session leaders will bring with them materials for free distribution to the teenagers. This should be encouraged as previous program participants enjoyed receiving handouts, especially those relating directly to their age group and reading level.

The amount of money available for cooking, woodworking and arts and crafts supplies will determine the nature of what takes place during these particular sessions. Numerous Boys' Clubs already have programs operating in these areas and will thus have materials at hand. The content for each session should be discussed with the adult leader well in advance so the staff coordinator can make sure the necessary supplies will be available when needed.

Some costs may be involved for film rentals if these are used, but often the Red Cross or other agency representatives will bring along a free film to use during a particular session. It would be wise for a Boys' Club staff member to review each film before it is shown to the teenagers to make sure it is contemporary and appropriate for the particular ethnic/racial backgrounds of the group.

If a Boys' Club staff coordinator structures the overall Human Survival Training program instead of a Red Cross representative, contacts to obtain personnel from other community groups and agencies should be made well in advance and reconfirmed a week or so before the particular session. It is good to have a wide variety of people representing different organizations and professions involved to maintain the teenagers' interest and to give the program a well-rounded appeal.

It is obvious that the Human Survival Training course will need to take place in several locations within the Boys' Club, and two or three sessions might even be scheduled at appropriate community agencies or locations, depending upon the particular instructor involved. Those sessions not involving the kitchen or woodshop should take place in a room that is as far away from the rest of Club activity as possible, especially if numerous younger members are in the building at the time.

The room should be well lit and big enough to allow participants to become physically involved in practicing the skills they are taught, constructing crafts projects, or role playing. The setting should be informal, with chairs arranged in a circle and several large tables available for program materials. A blackboard or flipchart should be available for the session leader's use, as well as a film or filmstrip projector and screen, if they are needed.

RECOGNITION

If the Human Survival Training program is largely based on Red Cross courses, one type of recognition for participants will automatically be built-in. Most Red Cross programs, including the Mother's Aide Course, include certificates or wallet cards which are presented to participants during the last session. As suggested, the Child Care Technician certification might be presented to the teenagers halfway through the entire Human Survival program to give them a feeling of accomplishment and to encourage them to complete the entire Boys' Club course.

Each Boys' Club may also wish to prepare simple certificates indicating that a teenager has successfully participated in the complete Human Survival Training program. A suggested certificate which might be adapted for this purpose is included in the Appendix of this booklet. Teenagers who took part in the pilot training experiences were proud and pleased to receive this type of tangible recognition of their efforts. Inexpensive certificates might be made locally through a small job printer, or adaptable ones can be ordered through Boys' Clubs of America's Supply Service catalog.

If possible, it would be appropriate and enjoyable to sponsor some type of social event for all participants and session leaders after the program is over. If held during the last session, the presentation of certificates by the Executive Director might highlight the event. The Red Cross and other agency personnel who organized the program or conducted sessions should also be formally recognized at this time. If no funds are available for a tangible memento, a letter from the Board President acknowledging their contribution to the HELP-A-KID program would be most appropriate.

PROMOTION AND PUBLICITY

Once the teenagers and Red Cross advisors have decided on topics for their Human Survival Training program and have obtained resources for specific sessions, local news media should be contacted about what is taking place and the nature of the training the young people will receive. An appeal for agencies and organizations to sponsor field experiences for the trained teenagers could also be made at this time. After the course is over, a brief story should again be submitted on the type of service the teenagers are ready to perform, along with the names of those who have successfully completed the program.

The initial newspaper exposure might also serve to attract additional teenagers to participate in the program, if this is necessary, by carrying the name of the staff coordinator and the Boys' Club phone number. The coordinator should also be ready to continue to "promote" the course throughout its duration by contacting particpants by phone before each session to encourage them to attend. A general mailing might be sent to parents of all Club members describing Human Survival Training and why the Club is sponsoring the program, tying it in to the overall Education for Parenthood effort. The Boys' Club Executive Director should also inform Club Board members about the nature and goals of the program for educative purposes and in case they might be able to contribute in some way.

KEY DO'S AND DON'TS FOR HAK HUMAN SURVIVAL TRAINING

All Boys' Club staff and Red Cross or other volunteers responsible for organizing or implementing a Human Survival Training program which reflects the HELP-A-KID thrust should keep the following in mind:

DO . . .

... Keep group attendance between 10 and 15 so all present can actively participate in learning skills.

... Try to organize a coed group.

... Understand ethnic/racial differences regarding child rearing practices and other family values.

... Be informal, relaxed and friendly.

... Keep the Executive Director informed about how the program is going.

... Try to obtain as many field placements for course participants as possible.

... Place teenagers in field experiences in groups of two or three.

... Have a thorough discussion with Red Cross personnel and other agency representatives about what the teenagers in the course are like.

... Have a group of teenagers plan out the program with a Red Cross representative.

... Find out what teenagers already know about topical areas so there will be as little repetition as possible.

... Stress the importance for minimizing sex role stereotypes regarding certain family tasks.

... Conduct sessions regularly and encourage participants to be prompt.

... Use an open, rap session format to convey information.

... Make arrangements to have materials for particular sessions ready when they are needed.

... Concentrate on relevant, real-life problems in all areas.

... Elicit feedback and suggestions from the group.

... Make the activities as varied and stimulating as possible.

... Utilize techniques such as brainstorming and role playing frequently.

... Have recognition of participants and session leaders at end of program.

DON'T . . .

... Try to start the program without having enough planning time to contact participants, Red Cross and other community agencies and resources.

... Let discussions get too far off focus in relation to HAK purpose and objectives.

... Ignore the need to bring some humor and fun into the group atmosphere.

... Lecture to the group or "teach" material.

... Put down teenagers' suggestions or criticisms of the program.

... Try to go into any one topical area too deeply (encourage teenagers to start additional course).

... Forget to ask session resources to bring free giveaways.

... Allow younger Club members to disturb training sessions.

... Neglect to make a list of community agencies which might provide field experiences for program participants.

... Forget to maintain counselling relationship with teenagers once they have been placed in field experiences.

... Ignore the need to publicize the services which the trained teenagers can perform for the community.

BASIC CHECKLIST FOR ORGANIZING HELP-A-KID HUMAN SURVIVAL TRAINING

The following checklist should not be substituted for a close review of the material in this booklet, but it can serve as a ready reference for the Boys' Club staff member or Red Cross representative responsible for setting up the Human Survival Training program.

___ Read HELP-A-KID Program Development Guide (Booklet #1) and review Basic Checklist for Organizing a HAK Thrust in a Boys' Club; complete any necessary steps.

___ At a Boys' Club staff meeting, discuss instituting a HAK Human Survival Training program; secure Executive Director's support and obtain ideas on community agency participation, timing, teenagers to include.

___ Determine how many teenagers in Club and community might participate in the program.

___ Contact Neighborhood Youth Corps representative to see if enrollees placed in youth-serving agencies might be invited to participate.

___ Advertise program in local schools, especially to attract girls.

___ Contact local chapter of American National Red Cross to review their courses before designing the program; supply copy of Boys' Club Human Survival Training booklet; discuss size of class; brief about nature of Boys' Club teenagers.

___ Have youth fill out HAK Participant Registration Forms and rap about the nature of the program, topics they would like to have included, and timing for sessions; ask for verbal "contract" to attend core group of sessions.

___ Bring teenagers in to work out program with Red Cross personnel.

___ Secure additional resource personnel needed for specific sessions; brief them about teenagers involved.

___ Prepare master list of agencies and institutions for possible field experiences.

___ Contact all community agencies related to course content to obtain field experience placements for course participants.

___ Contact community residents and organizations regarding need for trained babysitters and child care aides.

___ Hold general informational meeting for community agency representatives to seek specific commitments on program.

___ Send out a general mailing to Club parents describing the program; request help with babysitter, mini-day care services.

___ Set up schedule for program and topic flow, and decide on meeting room.

___ Announce program to news media.

___ Prepare or obtain any materials needed for sessions.

___ Call participants to remind them of first session.

___ Hold the session; rap with teenagers about their likes, dislikes.

___ Formally thank individual community resources, if used.

(Repeat above four points for all sessions scheduled).

___ Present Child Care Technician certification after core sessions have been completed.

___ Find out how many teenagers would be interested in taking part in a related field experience.

___ Consider sponsoring social event for participants and session leaders; present Human Survival Training certificates to participants upon completion of full program.

___ Formally thank Red Cross and other agency representatives who participated in overall program.

___ Ask participants for evaluation of total program.

___ Place teenagers in field experiences in groups of two or three; check periodically to see how they're doing.

___ Help teenagers set up "businesses" related to youth care.

___ Organize series of field trips to observe occupations related to course content.

___ Share results of program with entire Boys' Club staff.

___ Send names of all completing course to local newspaper; ask for additional field placements or announce services teenagers are ready to perform.

___ Complete "How Did Your HAK Human Survival Training Program Go?" form at the back of this booklet and forward to Boys' Clubs of America.

> I HEAR AND I FORGET;
>
> I SEE AND I REMEMBER;
>
> I DO AND I UNDERSTAND.
>
> Chinese Proverb

SESSION #1 -- INTRODUCTION; FIRST AID AND HOME SAFETY

OBJECTIVES

- *To understand purpose and nature of entire course
- *To identify causes and treatments of various types of personal injury
- *To practice administering basic first aid techniques
- *To recognize unsafe home conditions and methods for prevention

POINTS TO CONSIDER

What is First Aid?

Common treatment for: Cuts and scratches; Burns and scalds; Blisters and spinters; Insect bites and stings; Bites of snakes, rats, dogs and other animals; Skin poisoning; Eye irritation; Nosebleeds; Ankle sprains; Bleeding; Broken bones; Choking or suffocating; Infections; Food poisoning; Shock and fainting; Heat exhaustion and smoke inhalation; Stoppage of breathing

Treating Children vs. Adults

Common children's hazards: Medicines; Debris; Faulty toys; Lead-based paint; Bicycles; Storage of household items; Stairways; Bathtubs; Others

General Home Hazards

Attitudes about Safety

Personal Safety Measures

Causes and Prevention of Fires

Fire Escape Procedures

General Emergency Measures

Spreading Safety Message in the Community

ACTIVITIES TO INVOLVE PARTICIPANTS

- Making and applying bandages and arm slings
- Finding and taking pulses
- Practicing artificial respiration techniques, including mouth-to-mouth resuscitation
- Operating a fire extinguisher
- Making home "fire buckets" from coffee cans and baking soda
- On-the-spot safety check of Boys' Club for hazards to children
- Making a simple First Aid kit for the home

FOLLOW-UP PROGRAMS

- Take complete American National Red Cross First Aid course
- Sponsor a community information program on home safety
- Organize a program to teach younger children bicycle safety
- Conduct a community Home Hazard Hunt survey
- Sponsor a Safety Fair at the Club with demonstrations and booths
- Make a small Club billboard where safety messages can be posted
- Organize and conduct a Boys' Club fire drill

RESOURCES

- Personnel: Local Fire Chief; First Aid instructor, doctor or nurse; Director of local Safety Council; representative from Poison Control Center.
- Film: BLEEDING: WHAT TO DO, 17-minute color film; rental fee is $20 from Pyramid Films, Box 1048, Santa Monica, California, 90406.
- Course Package: Johnson & Johnson FIRST AID COURSE, material for 30 teenagers; available for $15 from Instructional Materials Laboratories, Inc., 200 Madison Avenue, New York, New York 10016.
- Booklets: PANIC -- OR PLAN? (preventing and meeting family medical emergencies), HOW TO RESTORE THE BREATH OF LIFE (mouth-to-mouth resuscitation), SITTING SAFELY (safety guide for teenage babysitters), FIRST AID FOR THE FAMILY (card listing first aid procedures); available free from Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, New York, 10010.
- Booklets: FIRST AID SKILL BOOK, FAMILY LIVING SKILL BOOK, colorful leaflets for youngsters; available from Boy Scouts of America, North Brunswick, New Jersey, 08902.
- Booklet: ABOUT BABYSITTING, safety angles everyone should know; available from Channing L. Bete Company, Greenfield, Massachusetts.
- Booklet: ACCIDENTS AND CHILDREN, government publication #OCD-48; available from Office of Child Development, U.S. Department of Health, Education and Welfare, Washington, D.C., 20201.
- National Associations: NATIONAL SAFETY COUNCIL, 425 North Michigan Avenue, Chicago, Illinois, 60611; AMERICAN NATIONAL RED CROSS, 17th and D Streets, NW, Washington, D.C., 20006.

146

SESSION #2 -- EATING WELL AND SURVIVING IN THE KITCHEN

OBJECTIVES

- * To establish nourishing food habits and provide an understanding of foods needed for good health
- * To learn skills in preparing, buying and serving food
- * To develop an enthusiasm for cooking based on increasing self-confidence
- * To reduce sex role stereotypes concerning work in the kitchen

POINTS TO CONSIDER

Daily Food Needs of Children and Adults
Nutrients in Food
Effects of Poor Teenage Nutrition
Buying Food on Limited Resources
Food Classification and Grading
Kitchen Equipment, Terms, Methods and Safety Rules
Planning and Preparing Meals
Cooking Tips and Tricks
Setting the Table and Serving Meals
Regional Dishes and Ethnic Foods
Feeding a Family
Use of Leftovers
Current Food Trends: "Fast Food" shops; Health foods; Vegetarianism; Eating in nature
Dishwashing and Kitchen Cleanliness
Wise Food Storing Techniques
Inflation and World Food Situation

ACTIVITIES TO INVOLVE PARTICIPANTS

- Brainstorming types of food, methods of packaging
- Making up sample menus
- Using kitchen utensils to measure food
- Reading and following simple recipes
- Making a nutritious pizza
- Evaluating food commercials on radio and TV
- Preparing casserole for group to eat
- Making and baking dessert for group to eat
- Trying out different cooking methods on same type of food
- Setting table and serving each other dinner and dessert
- Washing dishes and cleaning up kitchen

FOLLOW-UP PROGRAMS

- Sponsor long-term food instruction and preparation class
- Visit kitchen of large local restaurant or hotel
- Visit wholesale food market, commercial butcher, or food packaging plant
- Develop exhibit to highlight ways for improving teenage nutrition
- Plan and prepare a complete meal for the group members and their guests
- Prepare meal for a Boys' Club Board meeting
- Organize a cookout trip to plan and prepare a meal away from the kitchen

RESOURCES

- * Personnel: Head Chef from local restaurant; Nutritionist from hospital or school; Volunteers from Mothers' Club to demonstrate ethnic foods; Industrial home economics personnel; Food Specialist from Extension Service of Land-Grant University; Chef from TV cooking class; representative from local Dairy Council.
- * Film: THE FOOD PLATFORM, 20-minute color film allegory on body nutrition; rental fee is $20 from Pyramid Films, Box 1048, Santa Monica, California, 90406.
- * Film: NUTRITIONAL QUACKERY, 20-minute color film on food fads and sound principles; rental fee is $25 (30 days' notice advised) from Aims, Instructional Media Services, P.O. Box 1010, Hollywood, California, 90028.
- * Suggested Cooking Programs: MEALS FOR TODAY - THE EASY WAY; TRICKS FOR TREATS; ALL AMERICAN FOODS, each with leader's and participant's guides; available from 4-H (U.S. Department of Agriculture), 14th and Independence, NW, Washington, D.C., 20250.
- * Booklet: FAMILY FARE, A GUIDE TO GOOD NUTRITION, basic theory and menu planning; available for $0.95 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.
- * Paperback: CREATIVE FOOD EXPERIENCES FOR CHILDREN, how to organize and plan a food and nutrition program; available for $4.00 from Center for Science in the Public Interest, 1779 Church Street, NW, Washington, D.C., 20036.
- * National Association: NATIONAL DAIRY COUNCIL, 111 North Canal Street, Chicago, Illinois, 60606.

SESSION #3 -- RECREATION ACTIVITIES FOR YOUNG CHILDREN

OBJECTIVES

- *To understand the responsibilities involved with babysitting, including the expectations of parents, children and teenagers
- *To provide a repertoire of skills and activities to use as recreation experiences with young children
- *To strengthen the ability to enjoy playing and being with children
- *To appreciate the importance of intellectual stimulation, social experience and play for youngsters

POINTS TO CONSIDER

Role and Responsibilities of Babysitter
Who Should Be a Babysitter
Babysitting as Preparation for Parenthood
Role of Play for Children
Safety Precautions for Play
Environments Conducive to Learning
Varying Capabilities of Different Age Groups
Keeping the Attention of a Child
Planning and Scheduling Activities
Tools for Play
Group Games for Young Children
Play through Music
Dramatics and Storytelling
Arts and Crafts for Small Children
Using Low-Cost Materials
Appropriate and Safe Toys for Children
Pros and Cons of Children's TV

ACTIVITIES TO INVOLVE PARTICIPANTS

- Role playing situations involving babysitter and parents of child
- Learning simple hand actions to dramatize children's nursery rhymes or songs
- Constructing arts and crafts projects which children can be taught to make
- Making simple toys to amuse young children
- Watching part of a children's TV show and discussing its appeal
- Making up games and stories which would be appropriate for children

FOLLOW-UP PROGRAMS

- Organize a more in-depth study of children and play techniques
- Select area of the Boys' Club which might be appropriate and design it into a children's play room
- Round up low- or non-cost materials which can be used to make children's games or arts and crafts
- Sponsor a "Mother's Morning Out" some Saturday to watch children as a group at the Boys' Club
- Put together a Play Kit of inexpensive games, ideas, toys and books to take on babysitting jobs or to use with young children (crayons, ball, blocks, etc.)

- Make a Family Living game for use with children and adults (contact Boy Scouts of America, North Brunswick, New Jersey, 08902, or your local Scout Council)
- Organize, sponsor and make toys for a Parent/Child Toy-Lending Library (see below)

RESOURCES

* Personnel: Recreation specialist from university or Parks Department; pre-school teacher; staff member from a day care center; librarian from children's department; school art teacher; children's TV personality.
* Film: COCKABOODY, 9-minute color cartoon about the nature of children's play; rental fee is $15 from Pyramid Films, Box 1048, Santa Monica, California, 90406.
* Film: MAKING THINGS TO LEARN, 11-minute film on building imaginative materials for children; rental fee is $10 from Education Development Corporation, 39 Chapel Street, Newton, Massachusetts, 02160.
* Film: PRETENDING, short color film on helping teenagers understand make-believe play activities of young children; rental fee $7.50 from National Commission on Resources for Youth, 35 West 44th Street, New York, New York, 10036.
* Booklet: SAFE TOYS FOR YOUR CHILD (#473); available from Children's Bureau, Office of Child Development, U.S. Department of Health, Education and Welfare, Washington, D.C., 20201.
* Booklet: A GUIDE TO SECURING AND INSTALLING THE PARENT/CHILD TOY-LENDING LIBRARY, Stock #1780-0993; available for $0.60 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.
* Booklets: RECIPES FOR FUN, MORE RECIPES FOR FUN, RECIPES FOR HOLIDAY FUN, ideas, activities and games for children up to seven years of age; available for $2.00 each from Parents as Resource Project, 464 Central, Northfield, Illinois, 60093.
* Paperback: MATERIALS FOR INFANT DEVELOPMENT, how to make inexpensive items; available for $4.00 from John F. Kennedy Center for Research on Education and Human Development, George Peabody College for Teachers, Nashville, Tennessee.
* National Associations: NATIONAL RECREATION AND PARK ASSOCIATION, 1601 North Kent Street, Arlington, Virginia, 22209; PLAY SCHOOLS ASSOCIATION, 120 West 57th Street, New York, New York; NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN, 1834 Connecticut Avenue, NW, Washington, D.C., 20009.

SESSION #4 -- BASIC SKILLS FOR HANDLING LITTLE HUMANS

OBJECTIVES

- To improve capability and skills for taking care of infants
- To increase psychological comfort and confidence in handling young children
- To achieve understanding of needs and characteristics of human beings at this stage of life
- To emphasize role of parents in early development of child

POINTS TO CONSIDER

Attitudes Toward Babies
Birth Process
Parental Adjustment to New Child
What to Expect From Infants at Various Stages
Roles of Parents (Importance of Involving Both)
Characteristics and Abilities of Children at Very Young Ages
Different Ethnic/Cultural Approaches to Childrearing
Physical Strengths and Weaknesses of Baby
Importance of Positive Atmosphere
Establishing a Daily Schedule
Preparing a Bottle, Feeding and Giving Meals
Burping and Bathing
Cleanliness and Skin Care
Ways of Holding a Baby
Diapering and Toileting
Dressing and/or Changing Clothes
Preparing Baby for Bed
Thumbsucking
Coping with Crying

ACTIVITIES TO INVOLVE PARTICIPANTS

- Role playing how parents may feel about a new baby and their new responsibilities
- Brainstorming and making poster sheets of early child development characteristics
- Observing actual child during the session
- Demonstrating tender parts of baby's body on a doll
- Heating bottles to proper temperature
- Practicing how to give baby (doll) a bath
- Demonstrating safe techniques for holding baby
- Folding, removing and applying diapers
- Putting clothes on and off baby (doll)
- Learning a lullabye
- Role playing how parents react when a baby continually cries

151

FOLLOW-UP PROGRAMS

- Schedule session in which parents with babies of 3 months, 6 months, 9 months and one year come at the same time so group can observe differences in development
- Visit a pediatrician's office or well-baby clinic
- Check local hospital to see what maternity counselling services are offered; have group participate in whatever sessions might be possible
- Make simple toys and games appropriate for very young children

RESOURCES

* **Personnel:** Nurse; pediatrician; child psychologist; midwife.
* **Course Package:** Johnson & Johnson BABY CARE COURSE, materials for 30 teenagers; available for $15 from Instructional Materials Laboratories, Inc., 200 Madison Avenue, New York, New York, 10016.
* **Booklets:** MOTHER'S AIDE COURSE INSTRUCTOR'S GUIDE and PREPARATION FOR PARENTHOOD COURSE INSTRUCTOR'S GUIDE; check local chapter of American National Red Cross.
* **Booklet:** INFANT CARE, physical and emotional aspects of first year of development; one copy available free from Children's Bureau, Office of Child Development, Box 1182, Washington, D.C., 20013.
* **Booklet:** CHILD CARE, basic manual on babysitting techniques; available for $1.00 from Camp Fire Girls, Inc., 1740 Broadway, New York, New York 10019.
* **Paperback:** BABY AND OTHER TEACHERS, cartoon-style booklet on social, emotional and educational needs of babies; available for $2.00 from Publications Service, Day Care and Child Development Council of America, 1012 14th Street, NW, Suite 1104, Washington, D.C., 20005.
* **National Associations:** PHYSICIANS' COUNCIL, INC., 2 East 63rd Street, New York, New York, 10021; AMERICAN ASSOCIATION FOR MATERNAL AND CHILD HEALTH, 116 South Michigan Avenue, Chicago, Illinois, 60603; NATIONAL BABY CARE COUNCIL, Columbia University Teachers College, New York, New York, 10027.

SESSION #5 -- UNDERSTANDING CHILD BEHAVIOR

OBJECTIVES

* To understand the meaning and motives of typical behavior exhibited by children
* To provide specific skills for handling behavior problems with young children
* To increase awareness of the needs and behavior characteristics of children at different ages
* To compare effectiveness of different styles of discipline

POINTS TO CONSIDER

Mental, Physical, Social and Emotional Characteristics of Children up to Age 6
Human Needs and Developmental Tasks
Factors Affecting Growth and Development
How Behavior Changes with Age / Adult Expectations vs. Child's Capabilities
Meaning of Discipline
Discipline vs. Punishment
Appropriate Discipline for Different Age and Maturity Levels
Crying and Temper Tantrums
Relating to Peers
Fights with Peers and Adults
Testing Adult Authority
Getting Children to Cooperate
Language Development
Adjustment to School
Attention Spans
Anger Toward Children - How It's Expressed

ACTIVITIES TO INVOLVE PARTICIPANTS

- Role playing behavior and discipline situations
- Structuring sub-groups of three or four to develop lists of common characteristics of children at different ages
- Developing list of places in community or city children of this age might like to go
- Rapping about how it feels to be around little children (Do you like it? What does this say about your being an effective parent?)

FOLLOW-UP PROGRAMS

- Visit a day care center, nursery or pre-school to assist staff with children (rap afterwards about observed behavior)
- Plan and/or conduct a field trip for a group of young children (rap afterwards)
- Sponsor a holiday party or event for children in a hospital
- Teach a group of young children a specific skill (how to swim, ride a bike, play a game, etc.)

RESOURCES

- * Personnel: Early childhood teachers; child psychologist; child guidance specialist; day care director.
- * Film: THE WORLD OF THREE, 28-minute black-and-white film on what it's like to be little; rental fee is $14 from McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York, 10020.
- * Booklets: BEHAVIOR: THE UNSPOKEN LANGUAGE OF CHILDREN ($0.35); THE WHY AND HOW OF DISCIPLINE ($0.75); SOME SPECIAL PROBLEMS OF CHILDREN ($1.25); available from Child Study Association, 50 Madison Avenue, New York, New York, 10038.
- * Booklets: CARING FOR CHILDREN (five-booklet series); YOUR CHILD FROM ONE TO SIX (Spanish edition available); CHILD DEVELOPMENT IN THE HOME; one copy of each available free from Office of Child Development, P.O. Box 1182, Washington, D.C., 20013.
- * Booklet: CAREERS IN CHILD CARE, describes job opportunities in day care centers, nurseries, kindergartens; available for $0.75 from Day Care and Child Development Council of America, 1012 14th Street, NW, Washington, D.C., 20005.
- * Booklet: ANGER IN CHILDREN, causes, characteristics and considerations; available for $0.75 (#281-08752) from Publications, National Education Association, 1201 16th Street, NW, Washington, D.C., 20036.
- * Course Package: JUNIOR STAFFER EFFECTIVENESS TRAINING, group program to help adolescents communicate with younger children; information available from Effectiveness Training Associates, 110 South Euclid Avenue, Pasadena, California, 91101.
- * National Associations: CHILD STUDY ASSOCIATION, 50 Madison Avenue, New York, New York, 10038; DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA, 1012 14th Street, NW, Washington, D.C., 20005; MENTAL HEALTH MATERIALS CENTER, 419 Park Avenue South, New York, New York, 10016.

154

SESSION #6 -- APPROPRIATE ACTIONS FOR CHILDHOOD ILLNESS

OBJECTIVES

* To increase knowledge of causes and preventive measures for various childhood illnesses
* To learn techniques for identifying certain ailments and handling children when they are sick
* To acquire competence for dealing with children's medical emergencies
* To acknowledge completion of Child Care Technician training

POINTS TO CONSIDER

Symptoms of Common Illnesses
Prevention and Treatment
How to Give Medicine to a Child
Kinds and Uses of Medicine
Bathing a Sick Child
Common Treatment for: Stomach aches, nausea, vomiting; Coughs; Fevers; Earache; Diarrhea; Convulsions; Sunburn; Ulcers; Hypertension; Sickle Cell Anemia; Measles, mumps, chicken pox; Toothaches
Vaccinations and Inoculation
Role of Babysitter
Handling Emergencies
Sudden Infant Death Syndrome
Entertaining Child Who Must Stay in Bed
Feelings about Sickness (Both Child and Adult)

ACTIVITIES TO INVOLVE PARTICIPANTS

- Learning to read thermometer
- Role playing trying to get a child to take medicine
- Rapping about illnesses in participants' families
- Making simple backrest and bedtable from cardboard boxes
- Inventing quiet games to play with sick children
- Role playing emergency situations
- Presenting certificates to teenagers who have attended all Child Care sessions

FOLLOW-UP PROGRAMS

- Sponsor in-depth American National Red Cross Home Nursing course
- Visit local pediatrician's office and rap about common illnesses
- Volunteer to work for a period of time in the children's ward of a local hospital

RESOURCES

* Personnel: Pediatrician; nurse; medical para-professional; pharmacist; child psychologist.
* Filmstrip: BABYSITTING: THE JOB - THE KIDS, two-part filmstrip about basic concepts; available for $37.50 from Guidance Associates, 41 Washington Avenue, Pleasantville, New York, 10570.

- Booklet: FAST FACTS ABOUT SICKLE CELL ANEMIA; available from National Foundation/March of Dimes, Box 2000, White Plains, New York, 10602.
- Booklet: PREPARATION FOR PARENTHOOD COURSE INSTRUCTOR'S GUIDE, check local chapter of American National Red Cross.
- Paperback: CHILDHOOD ILLNESS by Jack G. Shiller, M.D.; available for $1.95 from Stein and Day Publishers, 7 East 48th Street, New York, New York, 10017.
- Book: 1001 WAYS TO HAVE FUN WITH CHILDREN, including ways to amuse the convalescent child; available for $3.95 from National Recreation and Parks Association, 1601 North Kent Street, Arlington, Virginia, 22209.
- National Associations: AMERICAN ACADEMY OF PEDIATRICS, 1801 Hinman Avenue, Evanston, Illinois, 60204; AMERICAN NURSES' ASSOCIATION, 2420 Pershing Road, Kansas City, Missouri, 64108.

156

SESSION #7 -- HANDY HOME FIX-IT SKILLS

OBJECTIVES

- * To learn practical skills for providing simple home services and repairs
- * To increase feelings of capability and self-sufficiency
- * To limit financial expenditures for necessary household goods and services
- * To reduce sex role stereotypes related to certain skills and abilities

POINTS TO CONSIDER

Common Home Problems
How to Select and Care for Tools
Types and Use of: Hammers; Saws; Screwdrivers; Drills; Screws; Nails; Wrenches; Paintbrushes; Others
Finding Buys in a Hardware Store
Sizes and Kinds of Wood and Lumber
Measuring and Marking Instruments
How to Read Blueprints and Drawings
Smoothing and Finishing Wood Articles
Skills in Carpentry
Basic Household Plumbing
Electrical Systems and Wiring / Danger Signs
Painting Tips and Techniques
How to Install Glass
Refinishing Simple Furniture (Stain, Varnish, Shellac)
Cleaning Up a Workroom
Points to Insure Safety
Handling Everyday Household Emergencies
Utilizing "Waste" Materials

ACTIVITIES TO INVOLVE PARTICIPANTS

- Practicing with all tools
- Measuring and marking wood to be cut
- Constructing simple wood item (napkin holder, birdhouse, etc.)
- Smoothing and finishing wood items
- Splicing electrical wire
- Replacing a fuse
- Examining a socket outlet and changing a light switch
- Painting boards or walls, perhaps room in Boys' Club
- Stripping, sanding and staining an old chair
- Repairing iron, vacuum cleaner, toaster
- Making an extension cord

FOLLOW-UP PROGRAMS

- In-depth course in Carpentry/Woodworking, Plumbing, Electrical Systems
- Visit a lumber yard or lumber mill
- Volunteer to perform simple maintenance duties at local agencies and organizations serving children
- Make or refinish toys for children in a hospital
- Organize and set up furniture refinishing "business" at the Boys' Club
- Teach skills learned to younger boys at the Club

157

RESOURCES

* Personnel: Shop instructor at Club or local high school; members of local building trade unions; parents who may be building tradesmen, superintendents or maintenance men; Club janitor or maintenance man; instructors in local Continuing Education programs.
* Course Materials: WOODWORKING PROGRAM, series of manuals for youth and adults; information available from 4-H, U.S. Department of Agriculture, 14th and Independence, NW. Washington, D.C., 20250.
* Magazines: POPULAR MECHANICS, 224 West 57th Street, New York, New York 10019; WORKBASKET and WORKBENCH, Modern Handcraft, Inc., 4251 Pennsylvania Avenue, Kansas City, Missouri, 64111; FAMILY HANDYMAN, 235 East 45th Street, New York, New York, 10017.
* Book: SUPER HANDYMAN'S ENCYCLOPEDIA OF HOME REPAIR HINTS by Al Carrell; available for $7.95 from Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
* Paperback: GAMES TO BUILD, including instructions for building and playing; available for $1.50 from National Supply Service, Boys' Clubs of America.
* National Associations: AFL-CIO BUILDING AND CONSTRUCTION TRADES DEPARTMENT, 815 16th Street, NW, Washington, D.C., 20006; BROTHERHOOD OF PAINTERS, DECORATORS AND PAPERHANGERS OF AMERICA, 217 North Sixth Street, Lafayette, Indiana; INTERNATIONAL WOODWORKERS OF AMERICA, 1622 North Lombard Street, Portland, Oregon.

SESSION #8 -- SHOWING QUALITY THREADS TO BEST ADVANTAGE

OBJECTIVES

- To develop self-esteem and pride in one's appearance
- To provide basic information on techniques for personal grooming
- To increase ability to select and care for quality garments
- To demonstrate both male and female concerns and responsibilities in these areas

POINTS TO CONSIDER

Uniqueness of the Individual
Need for Good Grooming/What "Good Grooming" Is
Cleanliness of Body, Hair, Clothing
Neatness of Hair and Clothing
Skin Care/Makeup
Hair Styling
Body Language/Personality
Good Health, Exercise, Proper Diet
Fitting Clothes to the Figure
Today's Practical Fabrics
Construction of Clothes
Maintenance and Repair of Clothing
Fireproof Clothing for Children
What's A Clothes Bargain?
Clothes Coordination and Use of Accessories
Sewing for Oneself

ACTIVITIES TO INVOLVE PARTICIPANTS

- Observing postures of people in room
- Making simple cosmetics out of kitchen foodstuffs
- Demonstrating hair styles for guys and gals
- Examining construction of clothes items
- Passing around samples of types of materials
- Doing some tie-dying of shirts or jeans
- Reading a sewing pattern
- Learning basic sewing stitches and operation of machine

FOLLOW-UP PROGRAMS

- Sponsor longer American National Red Cross course on grooming
- Contact local department store; organize and conduct a style show with teenagers as models
- Organize and conduct a style show of clothes made by teenagers themselves
- Arrange for a makeup demonstration for girls in the class
- Sponsor clothing drive for children in the community
- Encourage participation in Continuing Education or company-sponsored sewing courses

RESOURCES

- Personnel: Beautician; Department store buyer; Home economics teacher; Sewing instructor; Charm course instructor; Model or airline flight attendant.
- Booklet: YOU'RE YOU, AND THAT'S BEAUTIFUL! INSTRUCTOR'S GUIDE, check local chapter of American National Red Cross.
- Booklets: LET'S CONCENTRATE ON YOU, adult teaching aid and student workbook; available free from Supervisor, Educational Services, Procter & Gamble Company, P.O. Box 599, Cincinnati, Ohio, 45201.
- Pamphlet: GETTING READY FOR PAYDAY, information on personal hygiene; 100 copies available for $3.00 from The Cleanliness Bureau, The Soap and Detergent Association, 475 Park Avenue South, New York, New York, 10016.
- Booklet: A MORE ATTRACTIVE YOU; available free from Knox Gelatin, Inc., Johnstown, New York, 12095.
- National Associations: NATIONAL DAIRY COUNCIL, 111 North Canal Street, Chicago, Illinois, 60606; AMERICAN INSTITUTE OF MEN'S AND BOYS' WEAR, 386 Park Avenue South, New York, New York, 10016. THE BEAUTY AND HEALTH INSTITUTE, 987 Lexington Avenue, New York, New York; THE SINGER COMPANY, INC., 30 Rockefeller Plaza, New York, New York.

SESSION #9 -- CARING AND SHARING WITH HANDICAPPED CHILDREN

OBJECTIVES

- * To broaden knowledge about physical and emotional problems which exist among young children
- * To examine the causes of these proglems and their effects on the family
- * To provide practical skills and techniques for working with handicapped children
- * To supply information and stimulation about career opportunities in this field

POINTS TO CONSIDER

What Does "Handicapped" Mean?
Types of Physical and Emotional Handicaps and Disabilities
Special Needs of Handicapped Children
Institutional vs. Home Care
Unique Aspects of: Muscular dystrophy; Cerebral palsy; Mental retardation; Birth defects; Epilepsy; Diabetes; Hemophilia; Multiple handicaps; Blindness
Degrees of Mental Retardation
Agencies Serving Children with Various Problems
Acceptance of Handicapping Conditions by Parent and Child
Possible Effects on Family
Relating to Handicapped Children
Relating to Parents of Handicapped Children
Joint Programs with "Normal" Children
Physical and Occupational Therapy
Approaches to Working with Handicapped Children
Games to Play/Things to Do

ACTIVITIES TO INVOLVE PARTICIPANTS

- Holding session at local home for multiply handicapped; rapping with director
- Learning how to deal with someone having a seizure or diabetic coma
- Practicing physical therapy techniques
- Learning games to play with handicapped children
- Role paying and examining how it feels to be blind
- Demonstrating Braille system

FOLLOW-UP PROGRAMS

- Spend afternoon at home for the multiply handicapped or agency serving retarded children; rap afterwards about what was seen and felt
- Visit the physical therapy department of the local hospital or a rehabilitation center
- Plan and conduct a birthday or seasonal party for a group of handicapped children
- Sponsor in-depth training for working with the handicapped
- Teach handicapped youngsters to swim
- Have the group volunteer on a regular basis at a local agency for the handicapped

RESOURCES

* Personnel: Special education teacher; director of agency serving handicapped or school for the blind; physical therapist; hospital rehabilitation staff member; mother of handicapped child.
* Film: CHILDREN WITHOUT SIGHT, five-minute color film on working with blind youngsters; available on free loan (four weeks' notice suggested) from Campbell Films, Film Library, Saxtons River, Vermont, 05154.
* Film: KURT: A RETARDED CHILD IN THE FAMILY, 11-minute black-and-white film; available from Polymorph Films, 331 Newbury Street, Boston, Massachusetts, 02115.
* Film: HANDLE WITH CARE, film on children with mental retardation; for information, write President's Committee on Mental Retardation, Washington, D.C., 20025.
* Film: WITH TIME TO SHARE, 30-minute color film on training adolescents to perform physical therapy with children and adults; rental fee is $10.00 from National Commission of Resources for Youth, 36 West 44th Street, New York, New York, 10036.
* Booklet: SERVICES FOR CRIPPLED CHILDREN, how program works; available from U.S. Department of Health, Education and Welfare, Public Health Service, Health Services and Mental Health Administration, Maternal and Child Care Health Service, Rockville, Maryland, 20852.
* Booklet: A HANDICAPPED CHILD IN YOUR HOME, description of parents' problems, hardships, rewards; one copy available free from Children's Bureau, Office of Child Development, P.O. Box 1182, Washington, D.C., 20013.
* Booklet: DIVERSIFIED GAMES AND ACTIVITIES OF LOW ORGANIZATION FOR MENTALLY RETARDED CHILDREN; available from Recreation and Outdoor Education Department, Southern Illinois University, Carbondale, Illinois.
* National Associations: NATIONAL ASSOCIATION FOR RETARDED CHILDREN, 2709 Avenue E East, Arlington, Texas, 76010; NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS (EASTER SEAL), 2023 West Ogden Avenue, Chicago, Illinois, 60612; HANDICAPPED CHILDREN'S HOME SERVICE, 105 West 55th Street, New York, New York, 10019.

SESSION #10 -- GETTING THE DOUGH AND STRETCHING THE BREAD; CONCLUSION

OBJECTIVES

- * To strengthen knowledge and skills for finding and securing a job
- * To broaden understanding about living expenses and budgeting procedures
- * To provide techniques for effectively utilizing available money
- * To tie together information learned throughout the whole course
- * To recognize those who have completed the program

POINTS TO CONSIDER

Reasons for Working (Job vs. Career)
Exploring Job Goals and Motives
What are Marketable Skills/How Can Teenagers Get Them
Looking for Work Locally (Personnel Departments, Agencies, State Employment)
How to Fill Out an Application Form
Interview Tips and Techniques
Previous Job References
Employer and Employee Responsibilities
Adjusting to a Job
Relationship of Education to Earning Power
Costs of Living
Establishing a Personal Budget
Budgeting for: Rent and/or house repairs; Food, clothes, medicine; lights, heat, water; Car or transportation costs; Telephone; Clothing; Cleaning; Medical care; Insurance; Savings; Entertainment; Others
Social Security
Consumer Education/Comparison Shopping
Buying on Time/Credit Rating
Cost of Having Children
Paternity Leaves/Women Working
Banking Services
Types of Insurance

ACTIVITIES TO INVOLVE PARTICIPANTS

- Reading and discussing classified section of newspaper
- Filling out a job application form
- Role playing job interview situations
- Making out budget based on salary of $100 per week
- Presenting certificates for completion of program

FOLLOW-UP PROGRAMS

- Conduct World of Work 12-session program on pre-employment orientation
- Have group members get Social Security cards
- Organize and conduct a comparison shopping experience
- Sponsor a community white elephant sale and clothing drive, determining worth of merchandise

RESOURCES

- **Personnel:** Job counselor from personnel agency; director of the personnel department of a local business; city consumer affairs specialist; banker; insurance agent; credit bureau manager.
- **Filmstrip:** LIKING YOUR JOB AND YOUR LIFE, candid discussions of job satisfaction; available for $37.50 from Guidance Associates, 41 Washington Avenue, Pleasantville, New York, 10570.
- **Booklet:** OCCUPATIONAL ESSENTIALS - SKILLS AND ATTITUDES FOR EMPLOYMENT; available from L. C. Johnson Press, Occupational and Adult Education Division, P.O. Box 4156, Rockford, Illinois, 61110.
- **Paperback:** WORLD OF WORK PROGRAM GUIDE, a pre-employment orientation curriculum outline; available without cost from National Supply Service, Boys' Clubs of America.
- **Films:** BUDGETING; BUYING; CREDIT, three short color films on aspects of financial management for young people; available on free loan (two months' notice advised) from Aetna Life and Casualty, Public Relations and Advertising Department, Film Library, 151 Farmington Avenue, Hartford, Connecticut, 06115.
- **Film:** THE CONSUMER GAME, 20-minute color film on getting one's money's worth (narrated by Arte Johnson); rental fee is $20 from Pyramid Films, Box 1048, Santa Monica, California, 90406.
- **National Associations:** MANPOWER ADMINISTRATION, U. S. Department of Labor, Patrick Henry Building, Washington, D.C., 20213; CONSUMERS UNION OF THE UNITED STATES, 256 Washington Street, Mount Vernon, New York, 10550; NATIONAL CONSUMER LEAGUE, 1029 Vermont Avenue, NW. Washington, D.C., 20005.

APPENDICES

A. LETTER SEEKING FIELD PLACEMENT SITES

North Little Rock Boys' Club
1212 Maple Street
North Little Rock, Arkansas 72114
(501) 374-0309

(sent to Head Start centers,
kindergartens, nursery schools,
day care agencies, schools for the
handicapped, family service centers,
children's homes, YM/YWCA, libraries,
hospitals, early childhood centers)

Dear Mr./Ms. Jones:

As part of an overall national emphasis on helping children by improving family life, Boys' Clubs of America has been awarded a three-year grant by the Office of Child Development of the U.S. Department of Health, Education and Welfare, to develop and encourage programs which educate teenagers about parenthood. The North Little Rock Boys' Club is participating by initiating several new and exciting activities for our adolescents.

We are now searching for interested agencies to serve as field placement sites for teenagers who have been trained as Child Care Technicians by the American National Red Cross. Our older teens are being encouraged to volunteer their services on a part-time basis to institutions and organizations such as yours which serve younger children. This volunteer service can be short- or long-term, depending upon agency needs, and will give teenagers the opportunity to get to know child development experts and watch them in action. Our objective is to provide a supervised experience which will give the older youth increased knowledge about basic principles of child development by actually interacting with younger children in their "care."

If you can serve as a field placement site for this effort to educate teenagers for parenthood and improve the quality of family life, please contact me by letter or phone. I shall be happy to set up an appointment to meet with you in person to explain more about our program. We know it is only through the assistance and support of community agencies like yours that our effort can be a success and have real value for our young people. I shall look forward to hearing from you.

Sincerely,

BART KEELER
HELP-A-KID Coordinator

B. CERTIFICATE FOR COMPLETING COURSE

NAME OF BOYS' CLUB

BOYS' CLUB

HELP-A-KID

This is to certify that

____

has completed a HELP-A-KID program in

HUMAN SURVIVAL TRAINING

and has acquired skills and knowledge regarding care of the young and other essentials for human existence which will be useful in fulfilling the responsibilities of adult life, especially those related to parenthood and family living.

This __________-session course took place in the city of ____________

from __________________ to ______________________, 19___.

________________________________ ____________________________________
Executive Director HELP-A-KID Coordinator

____
Date

HELP-A-KID is a Boys' Clubs of America youth development program sponsored in cooperation with the Office of Child Development, U.S. Department of HEW.

Please fill out and return

HOW DID YOUR HAK HUMAN SURVIVAL TRAINING PROGRAM GO ? ?

To provide a thorough report to the Office of Child Development on the nature and number of HELP-A-KID Human Survival Training programs which have taken place, we need some specific information on the course your Boys' Club has just conducted. This will also help us to improve future materials by making them directly relevant to the expressed interests of Boys' Club teenagers.

Please complete this questionnaire as soon as possible, detach it from the booklet, and send it to: Joan R. Licursi, Director, Education for Parenthood
Boys' Clubs of America, 771 First Avenue, New York, N.Y. 10017

Thanks for your help!

Name ____________________ Position ____________________

Boys' Club ____________________ Date ____________________

Address ____

1. Our HAK Human Survival Training program lasted for ________ (number) weeks and included ________ (number) sessions. It began ____________ (date) and ended ____________ (date).

2. The major topics for individual sessions were:

(a) ____

(b) ____

(c) ____

(d) ____

(e) ____

(f) ____

(g) ____

(h) ____

3. Which session was most successful? ____________________

Why? ____

4. Which session was least successful? ____________________

Why? ____

5. The following community resource people took part in the program (title, agency):

____________________ ____________________

____________________ ____________________

____________________ ____________________

6. Follow-up field experiences or out-of-Club activities included:

____

____

____

7. ________ teenagers took part in this program. (_____ boys, ____ girls)
number

Were all Boys' Club members? ( ) yes ( ) no
(Other participants were from: ____________________________)

Did Neighborhood Youth Corps enrollees from other youth-serving agencies take part? ( ) yes ( ) no

8. In your opinion, did the skills and attitudes of the teenagers change as a result of the program? ( ) yes ( ) no How? ____________________

____

____

9. Will the same group sponsor or take part in other HAK programs? ( ) yes ( ) no
What? ____________________________________

10. We plan to incorporate the HAK Human Survival Training information into our other Boys' Club programs in this way: ____________________

____

____

11. Additional comments: ______________________________

____

5

HELP-A-KID

Encouraging Relationships with Younger Children through

INDIVIDUAL AND GROUP ACTIVITIES

BOYS' CLUB

HELP-A-KID

Prepared by
BOYS' CLUBS OF AMERICA
National Manpower and
Program Services

Sponsored by
U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Child Development
Grant OCD-CB-459

Most of the following HELP-A-KID activities were conducted by one or more first-year pilot sites to test their appeal to teenagers and to encourage situations in which the older youth would actually relate with younger children. Every Boys' Club should find here some program which could be adapted to meet its particular resources, capabilities and interests. Especially when sponsored in conjunction or as a follow-up to the HAK child-development-based training programs for Junior Staff, values raps and human survival, the teenagers involved will benefit from a supportive knowledge-plus-experience learning situation.

Many Boys' Clubs are already sponsoring similar or different activities in which older youth aid or relate with younger children. Boys' Clubs of America's HELP-A-KID director is most eager to learn about all of these efforts so a complete volume of HAK ideas can be gathered during the final year of the Office of Child Development grant (1976). Clubs conducting or planning such activities are asked to complete the forms at the back of this booklet. Any program in which older youth learn about the nature and interests of those younger than themselves through training or actual experiences should be considered part of the HELP-A-KID thrust.

Let's all share how we're helping kids to care!!

INDIVIDUAL AND GROUP ACTIVITIES

1. HELP-A-KID Fair
2. Career Exploration Field Trips
3. Teaching Tots to Swim
4. HELP-A-KID Week at Camp
5. Mini-Day Care Center
6. Summer Day Camp for Youngsters
7. Birthday or Holiday Parties for Groups of Children
8. Making Toys for Tots
9. Child Development Workshop for Tutors
10. Physical Education Aides
11. Boys' Club Babysitter Service
12. Volunteering in Child-Serving Agencies
13. HAK Brothers and Sisters
14. Teens Serve as Santas
15. Storytelling Hours for Children
16. Group Clubs for Younger Members
17. Volunteer Spokesmen

? ? YOUR PROGRAM ? ?

Copyright 1975, Boys' Clubs of America

Name of Activity: **HELP-A-KID Fair**

General Description: A one-day special event sponsored by Boys' Club teenagers to make community residents of all ages aware of the youth, family and child-development-related services offered by local agencies and individuals

Participant Profile: All interested community residents; as many teenagers who wish to participate as possible, formed into working committees of four or five persons

Length and Timing: One day (11:00 a.m. to 8:00 p.m.), with special events scheduled throughout; may be held any time during year, but attendance will be greater in seasons with nicer weather

Locale: Boys' Club

Adult Leadership Requirements: Several adult staff members to oversee and coordinate work of teenage groups; Executive Director may wish to arrange for service club luncheon

Facilities/Equipment/Supplies: Use of gym or gamesroom for exhibits; meeting rooms or library for serving luncheon and dinner; senior room for use as movie theater. Vans or buses needed to shuttle in school classes; 16mm film and filmstrip projectors needed for theater. Variety of tables needed for gym exhibits; cardboard and magic markers to make signs; food supplies for meals.

Financial Considerations: Office supplies and postage for publicity and promotional materials; initial outlay for food (adults may be charged $1.50 for lunch and $0.98 for dinner to offset food costs)

Involvement of Youth: Planning program, contacting agencies, working with staff on coordination, setting up exhibits, preparing meals, serving as "hosts" for community visitors

Involvement of Parents, Community Agencies, Other Individuals: Parents contacted by mail and through community publicity to attend, emphasizing the type of information they may obtain and the family aspect of the inexpensive dinner. Community agencies are prime fair participants. Police and Fire Departments also contacted for assistance and to sponsor exhibits.

Child Development Training for Youth: Generally, youth who take part in organizing the Fair will have participated in other HAK activities. The main training in this instance is the knowledge they will gain about the services and materials offered by community agencies related to children and parenthood.

How Organized and Promoted: Boys' Club leadership and youth group set date for Fair and determine desirable agencies to include. Local schools should be contacted so classes of children and older youth can visit the Boys' Club during the day. The Keystone Club or other group of teenagers can be responsible for selling tickets to the meal functions. Small posters advertising the Fair should be distributed throughout the community and stories on the day's events placed with local newspapers.

Main components of the Fair might consist of: agency exhibits and giveaways, films and filmstrips on related topics, group discussions on subjects of concern, a luncheon meeting for local service clubs and agency representatives, and a family dinner for all interested community residents. The main areas of emphasis include child growth and development, career information, nutrition, safety, child care, adoption, abortion, VD, birth defects, and planning for parenthood. Agencies to invite as exhibitors: Head Start, March of Dimes, American Cancer Society, Health Department, Self-Help Center, Planned Parenthood, Department of Adoptions, Children's Home Society, Lung Association, Consortium on Child Care, Alcoholic Prevention Program, Dairy Council, Drug Clinic, Family Service Association, Police Department, Fire Department, Red Cross, Day Care Centers, University child development specialists.

Impact/Follow-up: The Fair offers the possibility for wide attendance by community groups (a HAK pilot site Club had over 1,000 children and youth, 300 adults). At the luncheon for community leadership (service clubs and exhibitors), aspects of the HELP-A-KID program can be explained and assistance sought for future activities. The Mothers' Club or Women's Auxiliary might also be involved in the preparation of this luncheon. Following the Fair, participating agencies should be thanked and some recognition given to the teenagers who coordinated the event. Exhibitors which attracted the greatest interest of the adolescents should be invited back to the Club at some future date for rap group discussions.

Suggestions for Adaptation: Other nearby Boys' Clubs or community youth agencies might be asked to send staff and teenage representatives to attend the exhibits and participate in discussions. Boys' Club or high school athletic, drama or musical groups might also be included in Fair activities to add an element of entertainment.

Additional Information: Possible schedule for HELP-A-KID Fair:

9:00 - 11:00 a.m.	Exhibitors set up displays
11:00 a.m. - Noon	School children bused in
Noon - 1:30 p.m.	Community leadership luncheon
1:30 - 3:00 p.m.	School children bused in
2:00 - 8:00 p.m.	Fair open to public and all Boys' Club members
5:30 - 7:00 p.m.	Family dinner served

2

Name of Activity: **Career Exploration Field Trips**

General Description: A series of visits for a group of teenagers with an adult advisor to observe and interview professionals who have made careers in various child-serving occupations

Participant Profile: Coed groups of 6 to 8 more mature older youth

Length and Timing: Series of 6 to 10 trips for any one group (depending on interest); conducted weekly or more often in late afternoon, depending on availability of adult leadership; program may be scheduled any time throughout year

Locale: Sites where child-serving professionals work

Adult Leadership Requirements: One adult advisor should be responsible for working with teenagers and setting up the program. It is highly recommended that the same staff person work with the group throughout the entire series. Person should be skilled at relating with older youth and also committed to finding agencies or individuals which reflect the career needs and interests of the teenagers.

Facilities/Equipment/Supplies: Club vans or other vehicles needed to transport group

Financial Considerations: Money for gas

Involvement of Youth: Where possible, an already existing Boys' Club group might be approached to sponsor this activity. In general, program works best with teenagers who are already interested in working with children or career exploration. Youth should select places and careers they want to visit. Perhaps two or three group representatives may want to set up a preliminary meeting with individuals to be visited so they can work out a program for the larger group.

Involvement of Parents, Community Agencies, Other Individuals: Some Boys' Clubs may need to seek parental permission to have youth go on trips. Agency personnel or individuals visited should be warm and friendly, open to questions from teenagers, and genuinely knowledgeable in their field. This type of person will stimulate teenage interest in the particular career.

Child Development Training for Youth: Activity is a natural follow-up to Human Survival Training (Booklet #4). Adult advisor should work with group before the visit to develop the type of questions they would like to ask. Also, agency personnel should be consulted about the potential for interested youth to subsequently volunteer their time at that facility on a continuing basis.

How Organized and Promoted: After potential participants have been obtained, teenagers and staff advisor should develop a master list of career possibilities they might investigate. The group reviews this and makes choices. The adult advisor contacts the agencies and/or individuals to explain the program and set a date for the preliminary and larger group visit. Questions developed by the teenagers about the career should be shared with agency personnel before the visit. Some entertaining or fun visits should also be mixed in with the more practical. Teenagers should discuss their questions beforehand and not be forced to go. In setting up program, advisor should be aware of other Club schedules and when vehicles are in use. Newspapers should be notified that Boys' Club is conducting this activity, tying it in to the overall HELP-A-KID effort. Random teenagers might be obtained for group by publicizing trip program on Club bulletin board or in Senior Lounge.

Impact/Follow-up: It is most important for the adult advisor to rap with the teenagers after their visit to clarifying remaining questions and evaluate each career in terms of the others they have seen. These rap sessions provide the program's real learning experience. The youth might be encouraged to write compositions for school on their experiences or to tell friends about what they have done so others can take a similar trip. The adult advisor should be on the lookout for opportunities to give interested teenagers the chance to volunteer their time on a continuing basis with agencies that serve children. Formal thanks should be extended by the Boys' Club to individuals who "host" visits. The field trip program provides teenagers with a chance to change their environment, even for brief periods of time, and thus frequently offers a needed break in their routine.

Suggestions for Adaptation: The possibility of working this program through junior or senior high school classes or other youth groups interested in career exploration should be investigated. Local school administrators should be approached to see what is available for teenagers in this area. Perhaps released time might be granted to adolescents interested in taking the trips.

Additional Information:

* Careers in Child Care by Shirley Fogarino and Amy Reynolds; available for $0.75 from Day Care and Child Development Council of America, 1012 Fourteenth Street, N.W., Washington, D.C. 20005.

* Exploring Careers in Child Care series (student's text, teacher's guide, activity manual) designed by Cincinnati Public Schools; available for $9.00 per set from McKnight Publishing Company, 301 Prospect Road, Bloomington, Illinois 61701.

* Checklist for teenagers

Listed below are occupations in which people work with children. Check those you would like to explore by taking a field trip to see what they do.

__ School Teacher
__ Nurse
__ Day Care Center Director
__ Professional Babysitter
__ Guidance Counselor
__ Social Worker
__ YMCA Worker
__ Aquatic Director
__ Toy Salesman
__ Airline Flight Attendant
__ Clown
__ Santa Claus
__ Bowling Alley Manager
__ Barber
__ Other: ____________________

__ Boys' Club Worker
__ Girl Scout Leader
__ Camp Director
__ Referee
__ Coach
__ City Recreation Director
__ Physical Therapist
__ Pediatrician
__ Magician
__ TV Station Director
__ Policeman
__ Probation Officer
__ Skating Rink Manager
__ Health Educator
__ Adoption or Foster Care Director

Name of Activity: **Teaching Tots to Swim**

General Description: An extended program through which teenagers are trained as Red Cross Water Safety Aides so they may be qualified to help teach children ages 3 and up to swim

Participant Profile: Water Safety Aide classes for 15 Boys' Club teenagers; follow-up minimum of one teenager for every two tots

Length and Timing: 7 or 8 two-hour sessions of Water Safety Aide instruction; conducted during the late afternoon or on Saturday any time throughout year; tots come to Boys' Club for instruction twice a week for 45-minute periods in late afternoon

Locale: Boys' Club pool

Adult Leadership Requirements: A Red Cross-trained Water Safety Instructor is needed to conduct WSA program. If Boys' Club does not have one on staff, perhaps the local Red Cross, Parks Department or YWCA can supply one for this activity. If Club staff is used, outside resource person from agency or organization which normally teaches tots to swim might be brought in to conduct one or two sessions on child development-related information during WSA training. Another staff member may arrange with day care centers or other child-serving agencies to have tots brought to the Boys' Club for swimming lessons.

Facilities/Equipment/Supplies: Use of pool; Red Cross First Aid and Beginner Skill Guide booklets; possible transportation for day care youngsters to Club

Financial Considerations: Purchase of Red Cross materials, if necessary

Involvement of Youth: Teenagers determine non-prescribed content of Water Safety Aide program; they also work with aquatics personnel in designing a program to teach tots to swim and are totally responsible for the young children while they are in the Boys' Club building.

Involvement of Parents, Community Agencies, Other Individuals: Local agency personnel may be called upon to serve as full- or part-time Water Safety Aide instructors; day care centers will be invited to send their children to the Boys' Club for swimming lessons; parents of tots may be invited to attend final swimming lesson.

Child Development Training for Youth: First Aid for children of various ages constitutes first part of WSA program; child development personnel will provide training on the nature of the age groups of children involved in the program; the swimming instruction material also deals with children's physical capabilities and common reactions to and fear of water; older youth will also learn simple water games to play with young children.

How Organized and Promoted: Boys' Club Program Director or Aquatics Director should make arrangements with local chapter of American National Red Cross about setting up the program. Red Cross may be able to provide personnel, certificates and materials for the teenagers. Announcement of program and the subsequent opportunity of teaching younger children to swim should be made to older Boys' Club youth and perhaps to others through local media. The staff person in charge should check out when the pool is being used for other activities so training course and tot swim hours can be scheduled at convenient times. This program may be of special interest to teenagers who are already interested in aquatics. A typical WSA program may consist of three First Aid classes, two child development sessions and three classes in beginner swim techniques. Teenagers should work in teams of two to observe one another.

After WSA training is over and teenagers have received certificates, it is good to have them watch tots being taught to swim at local YWCA or swimming school before they begin to interact with day care youngsters. The Program Director should contact interested day care agencies and arrange for a convenient time for youngsters to be brought to the Boys' Club for lessons. The trained teenagers are completely responsible for the younger children while they are in the Club, including undressing and dressing them. Typically the children come twice a week for lessons, and this may continue as long as is feasible for the Club, teenagers and day care agency. During the pilot HAK year, children who participated in the program were obtained from day care centers (ages 3 to 5), federal housing projects (ages 6 to 10) and younger Boys' Club members (ages 6 to 8).

Impact/Follow-up: This program increases the number of trained older youth who may assist at the Club pool and permits the number of aquatics activities to expand. It also provides a service to community agencies serving younger children and gives teenagers the opportunity to provide friendship to youngsters who may have social adjustment problems. After the WSA program is over, the service the Boys' Club can offer through its older youth might be advertised more widely in the local area. All outside resource personnel who contribute to the WSA program should receive some form of recognition from the Club.

Suggestions for Adaptation: With more intensive training, this program can be modified to have the teenagers teach youngsters with various handicaps how to swim. Trained Water Safety Aides may also be available to volunteer their services to teach tots to swim at other neighborhood facilities.

Additional Information:

Check HELP-A-KID Emphasizing Child Development Principles through JUNIOR STAFF IN-SERVICE TRAINING (Booklet #2)

Name of Activity: **HELP-A-KID Week at Camp**

General Description: A group of teenagers under 18 years of age spend an intensive round-the-clock period of time caring for a larger group of younger Boys' Club members in a camp setting

Participant Profile: About 10 teenagers between ages 14 and 16; can be coed if camp facilities permit; seek out teenagers who might qualify for local camperships

Length and Timing: One week during summer camp season; ideally scheduled toward end of summer so regular camp counselors can partially rest during week they have assistants; check timing of teen involvement in summer school programs

Locale: Boys' Club camp

Adult Leadership Requirements: Overall responsibility for organization and supervision rest with Camp Director; regular counselors should continually be on hand as a reference and support for younger teenagers; if teenage group is coed, a woman staff member should also be present during the week; outside community resource persons can conduct part of initial training.

Facilities/Equipment/Supplies: All facets of regular camp operation can be involved without major alteration; additional games or materials geared to the interests and ages of the younger children may be desired.

Financial Considerations: Some expense will be incurred if teenagers are provided a preliminary weekend at the camp for training purposes, as recommended; hopefully, camperships can be obtained for the teenage HAK participants as well as for the younger children; if interpreting this activity as part of the regular camp budget is not possible, perhaps foundation support might be sought.

Involvement of Youth: Participating teenagers should plan their training experience together; during the HELP-A-KID week, they should be completely responsible for determining and organizing each day's activities for the younger children, as well as for the children's general welfare; periodically throughout the week they should be involved together in values raps and child development discussions with adult staff and senior counselors.

Involvement of Parents, Community Agencies, Other Individuals: Local chapters of the American Camping Association should be consulted for their advice in setting up this activity, especially in regard to training for participants; all parents of younger children attending the camp session should be informed of the nature of the HELP-A-KID week and the type of intensive attention their children will receive; if necessary, permission should be obtained from the parents of the teenagers for their participation; resource persons from the local Red Cross, Child Guidance center or Family Service agency might be involved in the initial training weekend.

Child Development Training for Youth: To help assure the teenagers' effectiveness in working with younger children in the camp setting, they should participate in a HAK training experience sometime before their week at camp. It is best to hold this as close to the HELP-A-KID week as possible, but it might be tacked on to a Club's regular training and orientation for senior counselors. A weekend experience to familiarize the teenagers with the camp would be good, or the training might take place on consecutive Saturdays at the Club.

This Counselor-in-Training (C.I.T.) experience should focus on child development information, including behavior problems, self-awareness and values discussions, positive reinforcement techniques for younger children, camp-related problems, first aid, and learning simple games to use with younger children. Many of the Junior Staff In-Service Training sessions in HAK Booklet #2 could be used. During the week at camp, periodic raps should be held with the teenagers in the evening to discuss their concerns and problems and solidify the learning experience.

How Organized and Promoted: This activity originates from a desire to better serve teenagers in camp by giving them a leadership training experience. It should not affect camp scheduling in a major way because a small number of adolescents are simply filling camp spots usually given to younger children for a one-week period. Teenagers may be eager to participate to get the free week at camp away from their normal environment. The Club Executive must agree to give the teenagers the spaces in camp. The activity can be worked in whenever the camp session for younger children is commonly scheduled.

When they agree to participate, teenagers should understand what their responsibilities and freedoms during the week will be. They are coming as program assistants, and their relationship to the senior counselors should be clearly defined so that the duties and expectations of both groups are understood by the other. During the pre-camp training experience, Club staff and resource persons should work to form the teenagers into a group so they will be able to fully appreciate the experience of living together at camp in a mutually supportive environment. The teenagers should be assigned to sleep with the children in their cabins and accept full responsibility for their actions and activities from dawn to dusk. During evening discussions which should be held at least every other night, they can rap about their relationships with individual children and what they are learning from the experience.

Impact/Follow-up: This activity results in an increase of camp service for adolescents. The tangible payoff for teenagers hanging around during the summer is the camp experience itself -- a week away. Teenagers who go through the C.I.T. training may also be eventually employed by other agencies with camps or by the Boys' Club itself. The amount of effort involved in organizing and maintaining a C.I.T. program is modified because this activity is for a limited amount of time.

Suggestions for Adaptation: The training given to teenagers for this activity might be offered to all Neighborhood Youth Corps enrollees obtained for summer service. Groups of these older youth could then be rotated up to camp periodically. Additional N.Y.C. placements might also be sought for this purpose. A Boys' Club might check other local agency or private camps to see if they would like to have their junior counselors participate in the Boys' Club training program. Older counselors also might receive a heavy concentration of basic HELP-A-KID information. Clubs without resident camps might adapt this program to a day camp situation (see page 13).

Additional Information:

* Happiness Is a Good Counselor by Drew Friedman (on establishing rapport and building the confidence of campers); available for $1.50 from author, 39 Imperial Avenue, Westport, Connecticut 06880.

* Role Plays for Training: Camper says there is nothing to do; camper is homesick; camper complains about food; camper will not participate in activities.

5

Name of Activity: **Mini-Day Care Center**

General Description: A group of teenagers collectively operate a regular, part-time child care service at the Boys' Club or other community facility

Participant Profile: Group of 8 to 10 teenagers who have taken part in child care training; especially good if coed

Length and Timing: Once established, can operate continuously as needed; open during late afternoons or Saturday mornings, based on local need; day care laws should be checked so this informal service can be designed within legal limits

Locale: Boys' Club or other community agency (e.g., recreation department) which may contribute space

Adult Leadership Requirements: Regular supervision by Boys' Club staff member during organization of Center and any time it is open; may be able to obtain volunteer supervisor from agency where Center is located, if not at the Club

Facilities/Equipment/Supplies: Requires room at Boys' Club or other facility which has been especially adapted for needs and interests of younger children (bright colors, smaller furniture, toy shelves, etc.); utilizing a room in a pre-school or Head Start center may be easiest solution; need to collect or make toys or playthings suitable for younger children (see page 17).

Financial Considerations: Minimal; small amount may be needed to obtain supplies to make simple toys; teenagers may be able to charge small fee for their mini-day care service, depending on the community

Involvement of Youth: Participating teenagers should spend some time volunteering and observing in other community day care operations before their mini-center begins; they are responsible for total planning of operation, including selection of site, promotion in community, relationships with parents, planning games and activities for the children and any business arrangements.

Involvement of Parents, Community Agencies, Other Individuals: All community parents should be contacted regarding mini-day care opportunity; some may wish to assist with the program to aid the teenagers from time to time; since Center itself may be located in another community agency, personnel here may work with older youth in setting up the program; perhaps Retired Senior Volunteer Program (RSVP) would be able to provide adult assistance and support.

Child Development Training for Youth: Most helpful if teenagers involved have participated in HAK Human Survival Training program (Booklet #4), and have been certified as Child Care Technicians by American Red Cross; several hours of volunteer time should be spent at local day care centers or pre-schools to see how they operate; additional training on needs and interests of young children might be organized by staff member during four or five-week period before Center opens; local child development resource persons -- Red Cross, child psychologists, pediatricians -- should be brought in for individual sessions.

How Organized and Promoted: Natural follow-up activity for Human Survival Training class. Also ideal for Boys' Club which has some type of its own day care program in existence -- parents of these children will be familiar with Club setting and will be more inclined to bring children for a Saturday "Mothers' Morning Off." Activity is most easily organized through an already existing Boys' Club group (training class, Keystone Club, etc.). Under supervision of staff member, teenagers should form sub-committees related to physical arrangements, toys and games, publicity, etc. to get program off the ground. Activity should have a regular schedule and be advertised well in local media, especially citing fact that youth have received child development training for this experience. Place posters in local day care centers and pre-schools, promoting as part of the HELP-A-KID (Education for Parenthood) effort and mentioning the benefits to both age groups of being able to spend time together. Each time the Center has operated, the teenagers should rap with the staff member or supervisor afterwards about what they have observed and learned regarding younger children.

Impact/Follow-up: In time, this activity should develop into a regular, ongoing service. Teenagers, especially boys, provide good role models for the younger children, many of whom are from fatherless homes. Learning to function together as a group also gives teenagers the opportunity to strengthen social relationships. This activity gives the older youth an extended chance to see what little kids are like and to accept responsibility for them as a part-time surrogate parent. HAK Brother or Sister relationships (see page 27) may also develop out of this experience. In addition, the Boys' Club is offering a direct service to its community.

Suggestions for Adaptation: Clubs with their own day care facilities may be willing to let teenagers take charge during 3:00 - 5:00 p.m. period after older youth are out of school and before children go home. Local day care centers may be willing to let teenagers conduct this service at their facilities at given times during the weekend. Teenagers who organize mini-day care program might also be listed as trained babysitters with local State Employment Service.

Additional Information: Be sure to check state and local laws regarding minimum number of hours per day a child care facility must operate to be classified as a day care center. Boys' Club mini-centers should only operate below this minimum so they do not come under legal day care restrictions and regulations.

6

Name of Activity: **Summer Day Camp for Youngsters**

General Description: A group of teenagers organize and operate an extended summer day camp program for community children

Participant Profile: Coed group of 8 to 10 teenagers; especially good activity for already organized Boys' Club group (Keystone Club, Junior Staff, etc.)

Length and Timing: Day-long activity conducted for eight weeks throughout summer

Locale: Boys' Club building and/or adjacent playground

Adult Leadership Requirements: Overall supervision by Boys' Club staff member, who meets at least weekly with teenagers while program is being organized; community parents or volunteers can be sought to work with teenagers on specific day camp activities or operations, such as meal preparation, arts and crafts instruction, etc.

Facilities/Equipment/Supplies: Program must be integrated with regular Boys' Club summer schedule so children can make use of Boys' Club facilities without disturbing others (indoor rooms for bad weather, kitchen, pool, arts and crafts room, etc.); helpful if grounds around Club are available for outdoor play; need supplies for activities (arts and crafts materials, games, sports equipment); transportation to enable short field trips also desirable.

Financial Considerations: Teenagers will need to raise money for day camp expenses through a community service program, unless Club can obtain outside support for this activity; approximately $1,000 is needed to serve about 50 youngsters per day for the summer season

Involvement of Youth: Entire program is developed and organized by teenagers; they conduct community service projects to raise needed money, and if necessary they can recruit other teenagers to participate; they determine each day's activities for the younger children, plan their meals, supervise the operation, etc.

Involvement of Parents, Community Agencies, Other Individuals: Community parents with need for such a service should be sought out; recommendations on children to involve can be made by school counselors; Mothers' Club or other volunteers may assist teenagers with day-to-day program; resource persons from Red Cross, family service agencies, mental health professions, food and nutrition organizations should be involved in training program wherever possible.

Child Development Training for Youth: Many aspects of HAK Junior Staff In-Service Training program (Booklet #2) can be used with this activity; training program for day camp operators should also be similar in content to that provided for other camp counselors (see page 9); Human Survival Training aspects, including nutrition for children, first aid information, and knowledge of health, emotional and physical needs of youngsters of various ages, should be included (Booklet #4); the basic Boys' Club approach to working with children should be emphasized; training should take place during three to four-week period before day camp begins to operate; teenagers should meet as a group at least once a week during summer to rap about the experience and what they are learning.

How Organized and Promoted: A group of Boys' Club teenagers may decide to sponsor this activity and must then determine how it will raise money. Planning and goal-setting will be needed to have funds available by the time the operation should begin. Any child between six and 12 years of age who needs this service should be eligible. A screening process, with help from local schools, may have to be set up to select the most needy children since the average ratio of five children to one teenager should not be greatly exceeded. A core group of teenagers may want to recruit their friends to become involved. This program is especially good for a community where there are few summer jobs for adolescents and where many parents work or are not in the home. All day camping children are served lunch and snacks daily at the Boys' Club to insure good nutrition and to prevent a large break in the day's activities. Throughout the summer, several evening or weekend entertainment functions should be scheduled for the teenagers involved to show appreciation and boost morale.

Impact/Follow-up: The younger children benefit from the continuous experience of interactions and relationships with older youth; the teenagers develop an ability to relate to the young, as well as leadership skills and a sense of responsibility; the program may extend into a HAK Brother and Sister activity (see page 27) throughout the year.

Suggestions for Adaptation: Boys' Clubs with existing day care facilities may be able to work teenagers into their schedules for the summer; those teenagers who operate the summer day camp may be taken on as Junior Staff members during the Club program year; a group of Neighborhood Youth Corps enrollees could be sought and trained for this purpose.

Additional Information:

* Check local chapter of American Camping Association to see what can be learned from other nearby day camping programs.

* For information on this activity, write to: Northeaster's Keystone Club, Northeast Boys' Club, Kinsey and Hedge Streets, Philadelphia, Pennsylvania 19124.

* Routine Day

10:00 - 10:15 a.m.	Roll Call of Campers and Instructions
10:15 - 10:30 a.m.	Camp Songs and Games
10:30 a.m. - Noon	Activities (Arts and Crafts, Nature, Storytelling, etc.)
Noon - 12:30 p.m.	Lunch
12:30 - 12:45 p.m.	Camp Songs or Chat with Counselor
12:45 - 1:00 p.m.	Rest Period or Games
1:00 - 2:00 p.m.	Activities (Trampoline, Athletics, Games Room, etc.)
2:00 - 3:00 p.m.	Special Events (Contests, Tournaments, Trips, etc.)
3:00 - 3:30 p.m.	Refreshments
3:30 - 4:00 p.m.	Roll Call, Songs, Games, Talk About Tomorrow
4:00 p.m.	Camp over

7

Name of Activity: **Birthday or Holiday Parties for Groups of Children**

General Description: A group of teenagers plan regular entertainment functions for young children in local hospitals or other institution-like facilities

Participant Profile: Basic group of 8 to 10 teenagers -- good if coed; may be especially appealing for younger teens who can enjoy this type of experience without extended training or commitment

Length and Timing: Conducted once a month for two hours, or at appropriate holiday seasons; monthly parties should be at regular intervals, e.g., first Wednesday of each month

Locale: Hospitals or group homes where children live

Adult Leadership Requirements: Staff member needed to relate regularly to group planning functions; two or three adult volunteers may want to be present during parties to help things run smoothly

Facilities/Equipment/Supplies: Room with tables and chairs appropriate for ages of children; food, especially cake, ice cream and punch; favors or small presents for those who attend; games to play during party.

Financial Considerations: Teenagers may want to conduct service projects to raise money for food and favors; perhaps agency where party is held might donate part of food; Boys' Club Mothers' Club might be willing to make cakes and teenagers could make favors and toys to keep down costs.

Involvement of Youth: Teenagers should investigate community agencies serving children and select the one for whom they would like to sponsor regular parties; total planning and operation of the parties is carried out by them, including arranging for the events, obtaining necessary supplies, and selecting and conducting party games for the youngsters.

Involvement of Parents, Community Agencies, Other Individuals: Parties are conducted for children in hospital or other local agency; parents of these children might be notified about what the teenagers are doing; older youth may want to seek donations of food or favors from local merchants or businesses.

Child Development Training for Youth: This is another simple follow-up activity for teenagers who have participated in Human Survival Training (Booklet #4); if they will be conducting parties for handicapped children or specialized age groups, preliminary rap sessions should take place regarding behaviors they should anticipate as well as the nature of specific physical or emotional problems the kids may have; elements of Junior Staffer Effectiveness Training could be utilized to demonstrate how to communicate effectively and establish relationships; teenagers should be encouraged to get to know individual children and not get too caught up with mechanical preparations for party; special briefings might be needed for roles they can play at unique holiday parties.

How Organized and Promoted: Boys' Club staff member should brainstorm with teenage group about ideas for parties, where to conduct them, what to do; parties should be conducted as a regular monthly activity for all younger children in the agency with birthdays that month; attempt should be made to give unique flavor to each monthly experience; it may be wise not to have too large a group of younger children so that there are no more than two for each teenager; teenagers should rap with staff member after each party about the individual children they worked with and what the experience was like; publicity for the group's efforts should be sought in local news media.

Impact/Follow-up: The basic purpose of this activity is to help the teenagers develop an interest in younger children without too heavy a commitment of time or a great deal of training; once this interest can be developed, they will hopefully go on to other activities. It is best if the same group sponsors the parties each month, and teenagers should be encouraged to continue individual friendships they may establish with younger children. The children themselves, many of whom are often forgotten, will blossom from the attention.

Suggestions for Adaptation: Regular monthly parties could also be run for all younger Boys' Club members who have birthdays during a particular month. Parties could be conducted at the Club for children from several local day care agencies, which would be responsible for getting their children to the party if the teenagers did not have transportation to pick them up. Special attention might be given to institutions or agencies serving the handicapped.

Additional Information:

* Teenagers should develop their own Checklist for organizing such special events (see Boys' Clubs of America JOURNAL, Spring 1968, page 11).

* At holiday times, the parties can tie in with other activities, such as Teens Serve as Santas (see page 29).

184

Name of Activity: **Making Toys for Tots**

General Description: Teenagers who demonstrate various woodworking, arts and crafts and sewing skills make and/or gather and repair toys appropriate for children in selected community agencies

Participant Profile: As many teenage youth as interested can work on this project, based on scheduling and workshop capacities; it can be especially useful for getting younger teens who like to use their hands interested in children

Length and Timing: Can be worked on whenever teenagers have free time; best done with a goal in mind during a specified period; especially appropriate before Christmas season

Locale: Boys' Club shops

Adult Leadership Requirements: Supervision of woodcraft or arts and crafts instructor needed while toys are being made; specialist in children's toys might conduct brief preliminary sessions for group on toy construction and safety and appropriateness for young children; arts person needed to suggest varied toys

Facilities/Equipment/Supplies: Raw materials for making toys; shops where toy-making can take place; transportation to deliver toys

Financial Considerations: Possible purchase of some raw materials from which to make toys; attempts should be made to get materials donated or to conduct a community drive for old or broken toys

Involvement of Youth: Teenagers sponsor drive to round up used or broken toys from community for repair, or to obtain scrap raw materials which can be made into toys; they should determine which group of children to make toys for, and what kind of toys would be appropriate and financially possible to make; after making toys, they should be responsible for delivering them to younger children and helping the youngsters learn to use their new playthings.

Involvement of Parents, Community Agencies, Other Individuals: Toys will be sent to local hospitals or child-serving agencies; obtaining raw materials for toys could be project of Dads' or Mothers' Club, which might also supply volunteers to instruct or aid teens in various aspects of toy preparation; community resource person should rap with teens on toy design and toy safety.

Child Development Training for Youth: Teenagers should learn about children they are making toys for and why particular types of toys are good for certain age groups; before toymaking begins, a preliminary session or two should be conducted on toy quality and safety; if conducted around the Christmas season, teenagers may be trained to serve as Santas (see page 29) for the children receiving toys.

How Organized and Promoted: This can be a service project of a Boys' Club group, or a drive conducted by all older members of the Club who put in as much time making toys as they can. Under the supervision of a Boys' Club staff member, teenagers should contact local tradesmen or community residents in a drive for raw materials. The more posters, newspaper publicity, individual contacts, the better. Groups of teenagers can also contact hospitals, day care centers, preschools, etc. to see how many and what kind of toys they can use. This project might be done over a two-month period, with a final date for completion and delivery pre-determined. Posters can be put up around the Club to indicate how many toys have been made and how many are still needed.

Impact/Follow-up: Youngsters in community agencies receive new playthings; teenagers achieve sense of accomplishment and exhibit care for others; Boys' Club provides worthwhile community service. Youngsters who have made toys might be interested in volunteering some time in the agencies or institutions where they've delivered their gifts (see page 25).

Suggestions for Adaptation: Plans obtained through the Parent/Child Toy-Lending Library project can be used to have teenagers make learning toys for younger children in their community. Toys are simple ones -- sound cans, stocking squares, table blocks, color lotto, number puzzles. The Boys' Club would subsequently sponsor a lending service through which these toys would be lent to community parents for a period of time to help them develop specific skills and abilities in their pre-school children. Teenagers could be responsible not only for making the toys, but also for working with community parents in helping them learn to utilize the playthings with their children. The program might also involve formal training for the parents, which could be done through the Mothers' Club.

Another idea might be to have a competition among teenagers to design an innovative and useful toy for younger children. Local toy manufacturers or distributors might get involved in this by providing funds and judging the entries.

Additional Information:

* Obtain Guide to Securing and Installing the Parent/Child Toy-Lending Library (stock number 1780-0993) from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.60.

* Borrow color film called "Learning, Growing, and Learning," dealing with Toy-Lending Library, which is available on free loan from Modern Talking Pictures Service, Suite 4, 200 L Street, N.W., Washington, D.C. 20036.

* Contact Dayton Boys' Club, 127 Bradford Street, Dayton, Ohio 45410, about this activity.

* Write National College of Education, Evanston-Wilmette, Illinois for information booklet on its Toy Fair and the winning designs.

* Information and booklets on making toys and games are also available from Parents As Resource (PAR) Project, 464 Central, Northfield, Illinois 60093.

* See pages 21-22, Acquiring Skills for Bachelor and Family Living through Human Survival Training (Booklet #4) of the HELP-A-KID series.

Name of Activity: **Child Development Workshop for Tutors**

General Description: A training program in basic principles of child development and youth work techniques for teenagers desiring to work with younger children in some form of remedial education

Participant Profile: Workshops geared for 10 to 15 teenage youth; total number of tutors working with younger children should be based on local need; tutors might be acquired through Neighborhood Youth Corps program, thus enabling them to be paid for their services

Length and Timing: Two hours per session for about four sessions, generally conducted during the afternoon or at a weekend experience; best timing is in fall or whenever tutoring program gets underway or a new group of tutors is obtained

Adult Leadership Requirements: Staff person responsible for Club's tutoring program should coordinate workshop; community resource persons for individual workshop sessions can be obtained from state or city departments of education, universities, pre-schools, libraries, tutoring specialists, mental health facilities.

Locale: Boys' Club library or meeting room

Facilities/Equipment/Supplies: Quiet room needed for training purposes; coordinator may wish to reproduce certain materials to distribute to teenagers or ask resource persons to bring handouts; regular tutoring materials used by Club will be needed for instruction.

Financial Considerations: Can be built into costs for regular tutoring program; no great additional costs

Involvement of Youth: Tutors should be asked about the type of general information they feel would be helpful to know about children who are the ages and background of those they will tutor; this will form the basis of the workshop; content should be presented in as experiential a manner as possible, involving the teenagers in class discussions, role plays, etc.; following completion of the workshop, the group should meet periodically to review their experiences, problems, etc.

Involvement of Parents, Community Agencies, Other Individuals: Community resource specialists in child development and learning techniques, such as those mentioned above, should be brought in to conduct discussions during the workshop experience; local schools may recommend tutors and/or tutees for the program.

Child Development Training for Youth: This is not an activity designed to train teenagers to tutor in specific subject areas, but rather to help them learn more about the nature of the children they are helping, and how to work with them more effectively. Workshop information might include:

a) Knowledge of community (physical) and nature of its people
b) Other community agencies that might be helpful in life of tutees
c) How children learn, especially the disadvantaged
d) Concepts and principles of child development for tutee ages involved; common behavior problems

e) Skills for getting to know kids
f) Principles of motivating kids
g) Mutual growth role of tutor/tutee relationship -- equality as fellow human beings
h) Skills for teaching reading
i) Methods for planning and structuring individual sessions with tutees (specifying expectations for that day, amount of time, materials, procedures)
j) Appropriate learning games for children of different ages and abilities.

Junior Staffer Effectiveness Training materials can also be used with this group as part of the ongoing follow-up.

How Organized and Promoted: Getting tutors together into a group is first task. If no tutoring program exists at Club, tutors might be obtained through local high schools, parents groups, etc. Tutors should have thorough knowledge of what is expected of them; workshop should be seen as pre-requisite for tutoring experience. Tutors should be recruited and trained before tutees are sought so that there are enough. Training should be conducted in teenagers' language, not educational jargon. A continuing program of staff/tutor interaction based on observations and discussions should be designed into the tutoring experience. Some sort of official recognition (certificates) and social event should be sponsored for tutors after the workshop experience so they will be encouraged to complete it.

Impact/Follow-up: The better trained individual tutors are and the more appreciation they have for the nature and abilities of children at different ages, the more effective will be their relationships with children; this will lead to a more effective tutoring experience in the whole, and more effective learning by the children. Tutors may eventually establish HAK Brother and Sister relationships with tutees (see page 27) and become involved in varies social experiences with them. The teenagers themselves will also improve their scholastic abilities as a result of the tutoring experience.

Suggestions for Adaptation: The Children's Television Workshop organization sponsors regional workshops for adults responsible for tutoring programs to help them learn how to involve teenagers in utilizing "Sesame Street" and "The Electric Company" as tutoring tools. Information about regional CTW field offices can be obtained from: Children's Television Workshop, Community Education Services Division, 1 Lincoln Plaza, New York, New York 10023.

Additional Information:

* Write for "Youth Tutoring Youth" materials, available from National Commission on Resources for Youth, Inc., 36 West 44th Street, New York, New York 10036.

* "A Guide to Tutor Training," SYNERGIST Magazine, National Student Volunteer Program ACTION, 806 Connecticut Avenue, N.W., Washington, D.C. 20525, Fall 1973.

* "Tutors Handbook" and other materials, available from National Reading Center, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

* Contact Boys' Clubs of Memphis, 193 South Barksdale, Memphis, Tennessee 38104 about The Scholars Program.

Name of Activity: **Physical Education Aides**

General Description: Training and follow-up program for athletically minded teenagers to enable them to understand how their skills may be effectively utilized in working with younger children

Participant Profile: Training classes for 8 to 10 youth; total number used in program is based on local Club need

Length and Timing: Training program, similar to Junior Staff (Booklet #2), may be conducted once a week for six to eight weeks, an hour and a half per session; use of trained teenagers lasts throughout Boys' Club program year

Locale: Boys' Club

Adult Leadership Requirements: Club Physical Education Director should set up training program and build a schedule around trained Physical Education Aides; skilled physical education instructors and child development specialists conduct sessions during training experience

Facilities/Equipment/Supplies: Use of Boys' Club gym and small meeting room for training; utilization of Club athletic equipment for instruction

Financial Considerations: Club may wish to pay trained teenagers for their services; some type of honorarium might be given to guest instructors; other costs are negligible

Involvement of Youth: Teenagers participating in the program should select those aspects of teaching athletic or sports skills to younger children they would like to know more about. After training is over, they should be encouraged to suggest different types of athletic or sports activities they might like to initiate or be responsible for with younger children. Training sessions should be as experiential as possible, involving action in learning of skills and in methods for relating with younger children.

Involvement of Parents, Community Agencies, Other Individuals: Physical education instructors from nearby universities or high school should be invited to conduct child-development-based training sessions; child psychologists and other professionals specializing in elementary age youngsters should conduct rap sessions as part of the training.

Child Development Training for Youth: Emphasis in preparation of Physical Education Aides is on how larger, older persons teach physical and motor skills to smaller, younger ones; many sessions from HAK Junior Staff In-Service Training (Booklet #2) are applicable; Junior Staffer Effectiveness Training material, centering on communications skills and establishing relationships, is also useful; how to work with children in groups should be highlighted, as well as establishing teams and running sports tournaments; competition vs. development of individual capabilities should be discussed.

How Organized and Promoted: Participants in this program might be those involved in a referees' club. Teenagers should be asked by Physical Education Director to participate or be recommended by another staff member. It might be possible to work a complete sports team into the program, with jobs in the Boys' Club gym as the payoff. The P.E. Director sets up the program at a time convenient for participants and guest instructors. Older youth should understand that there are special skills involved in working with younger boys in the athletic area, and the purpose of the Boys' Club is to help each one develop to his own potential. High school coaches might also be asked to recommend local teenagers who could benefit from this program. Those completing training program should receive some type of recognition (certificate) and publicity sought in local newspapers for their achievement.

Impact/Follow-up: Trained teenagers should become regular assistants with the Boys' Club athletic and sports programs. Hopefully, they will be helped to realize some of the youth-related career aspects of teaching physical abilities and skills, as well as how to deal more effectively with children. The Boys' Club athletic and sports program will be strengthened by the addition of trained older youth capable of working well with kids in this popular area.

Suggestions for Adaptation: This type of emphasis -- skills plus child development knowledge -- is adaptable to any Boys' Club program area. The training aspect of the program should concentrate heavily on how to utilize the particular skills involved in working with or teaching younger children.

Additional Information: Consult local chapter of American Association for Health, Physical Education and Recreation (AAHPER).

11

Name of Activity: **Boys' Club Babysitter Service**

General Description: A teenage-operated service through which community residents may obtain trained Child Care Technicians through the Boys' Club to meet their babysitting needs

Participant Profile: Any number of mature teenage boys and girls who have participated in some form of babysitter training program may be listed with the Boys' Club service

Length and Timing: Continuously, as needed

Locale: Central records kept at Boys' Club; children watched in their homes or where service is needed

Adult Leadership Requirements: Adult advisor should be assigned to coordinate program and assist teenagers when needed; some staff member should be present for any group babysitting activity

Facilities/Equipment/Supplies: Small amount of office supplies needed to set up, promote and maintain service; transportation may occasionally be needed when teenagers babysit in a group

Financial Considerations: Minimal, as described above; if teenagers charge for individual babysitting jobs, they may be asked to contribute a small part of their earnings to maintain the service

Involvement of Youth: Teenagers should be encouraged to form babysitters' club to organize and maintain sitter service themselves; group babysitting projects should be planned collectively; all individuals who babysit should meet periodically to talk about problems they have with youngsters of different ages and how they deal with them

Involvement of Parents, Community Agencies, Other Individuals: All Boys' Club parents and as many community residents as possible should be contacted to announce beginning of Boys' Club babysitter service and the training its members have received; other community agencies serving young children may be able to use trained teenagers occasionally in their programs; community child development professionals or early childhood specialists should be brought in to the Boys' Club from time to time to rap with the babysitter group.

Child Development Training for Youth: All potential babysitters should take part in the HAK Human Survival Training program (Booklet #4) or a similar course in intensive child care, and if possible be certified by the American Red Cross as Child Care Technicians.

How Organized and Promoted: After completion of babysitter training, the teenagers should be encouraged to form a group club to organize and maintain the babysitter service. A list of teenagers should be kept in a separate card file at the Club, and forms developed to record potential babysitting jobs over the phone. One or two teenagers per day could be assigned to be at the Club to monitor job intakes and placements. After the training course is over, the service should be announced through local news media, and posters placed throughout the community in places frequented by people with young children (day care centers, housing projects, supermarkets, etc.). The babysitter club should decide on the type of service they will offer and what their standard rates will be. A list should be made of major community meetings or social events so that babysitter service can be offered. This group activity can be done either as a community service project or in conjunction with a fundraising drive. Records should be kept of all babysitters and clients. Parents of young children might be asked to complete a simple form following a job to comment on how individual babysitters performed their role. Trained babysitters might also be listed through the local State Employment Service.

Impact/Follow-up: Client evaluations of babysitter performance should be kept at the Boys' Club as a guarantee that the teenagers recommended are responsible and capable. The basic service is really a one-to-one link-up activity between teenagers and community residents that is being funneled through the Boys' Club. Hopefully the Club will become known throughout its neighborhood as a responsible place to obtain this service. In addition, teenagers may be afforded the opportunity to make some money, and if enough boys are encouraged to participate, it will help to dissolve the sex role stereotype of babysitters being only girls.

Suggestions for Adaptation: If individual babysitting jobs are hard to obtain, a greater emphasis can be placed on group babysitting projects for special community events or at places where parents need help (supermarkets, department stores, shopping centers, medical buildings, etc.). It may be easier to get boys involved in this type of group project, and will still give them exposure as child care technicians.

Additional Information: See resources recommended in HAK Human Survival Training (Booklet #4), pages 18 and 27.

[illegible]2

Name of Activity: **Volunteering in Child-Serving Agencies**

General Description: A youth development program through which individuals or groups of teenagers are encouraged to volunteer time on a regular basis to community agencies or organizations serving younger children

Participant Profile: Any number of teenage boys and girls may participate, depending upon the Boys' Club's ability to coordinate the program and the need of local agencies; teenagers should be mature, capable of accepting responsibility; it is beneficial to assign them to agencies in teams of two or small groups

Length and Timing: Program can last as long as teenagers are willing to volunteer time ("contract" system recommended -- see Booklet #1, pp. 9-10); generally done in late afternoon when agencies are still open and teenagers out of school; an expanded program may be especially good during the summer when many older youth look for something to occupy their time

Locale: Community child-serving agencies

Adult Leadership Requirements: Boys' Club staff member must make contacts and coordinate program; a staff person at each community agency should be designated as a liaison for the teenagers and encouraged to provide in-service training

Facilities/Equipment/Supplies: Most will be provided at agencies where volunteering takes place; Boys' Club will need office supplies for keeping records and possibly vehicles to transport teenagers to and from agencies

Financial Considerations: Time of staff coordinator, office supplies, possible transportation costs

Involvement of Youth: Teenagers express involvement in this program by becoming part of it; if possible, they should select agencies where they will volunteer

Involvement of Parents, Community Agencies, Other Individuals: Program takes place in agencies serving young children which agree to accept teenagers as volunteers -- Head Start centers, day care operations, pre-schools, facilities for the handicapped, etc.; before program begins, a meeting should be held for representatives from these organizations to explain the activity and gain their support; another meeting should be held for parents of the teenage volunteers also to secure understanding and support.

Child Development Training for Youth: Most teenage volunteers should complete at least part of the Human Survival Training program (Booklet #4) at the Boys' Club; a group orientation to the volunteer program should also be provided at the Club, including child development information, how motor and mental skills develop in young children, administrative details regarding how the program will function, etc.; individual in-service training and consultation throughout their volunteer experience should be provided by staff at the child-serving agencies.

How Organized and Promoted: Staff member should check local Volunteer Bureau, United Way agencies, community leaders, youth-serving organizations for child-related needs of the community. Additional areas of possible service might be brainstormed with the entire Boys' Club staff or a group of teenagers. Contact individual agencies to discuss placement of volunteers -- look for those close to the Boys' Club and check those which might have Neighborhood Youth Corps slots open; review with agencies their responsibility for orientation, training and supervision of volunteers. Determine and review specific goals of individual volunteer assignments.

Check with local schools about possibility of obtaining academic credit or recognition as a special course for teenage volunteer work. Check Club insurance liability and local laws regarding employment of minors that might relate to the volunteer program. Determine how to meet transportation needs for volunteer service. Recruit youth through Club membership, schools, local publicity. Review with individual youth appropriate personal and agency benefits and needs, including time commitment and options for renewal. Schedule preliminary group meeting between all volunteers and agency representatives involved to discuss overall objectives, operating procedures, etc.

Make ongoing series of visits to teenagers at volunteer sites. Provide personal counseling to discuss training, child development experiences, problems encountered, etc. Schedule a periodic group meeting between all volunteers and agency representatives to discuss successes, learning experiences, difficulties, etc.; beef up with possible outside resource persons. Set up master file system of interested volunteers and needs of local agencies. Publicize efforts of volunteers by giving recognition at Club, keeping Club staff aware of who they are, stories in newspapers, etc.

Impact/Follow-up: At termination of service, volunteers and agency representatives should complete evaluation forms on their experiences. If possible, teenage volunteer service should be built into ongoing Boys' Club program. Teenagers may also get permanent, part-time jobs out of this experience. The Boys' Club's relationships with schools and community agencies will improve significantly.

Suggestions for Adaptation: This program can be conducted as a formal follow-up to Human Survival Training, with a specific number of volunteer service hours expected before the course is formally over. If the program can be implemented in conjunction with local high schools, utilizing students' last period each day for volunteer service, the teenagers may receive academic credit, which would serve as an additional incentive.

In another variation, Head Start centers or other child-serving agencies might be responsible for bringing their children to the Boys' Club each day, which would serve as the locale for the children's interaction with the teenagers. Teenagers can set up a schedule of activities and teach children skills in swimming, woodworking, arts and crafts, games and reading, and physical activities. This might be viewed as a way to prepare younger neighborhood children for Boys' Club membership.

A Keystone Club might volunteer together at a particular child-serving agency and get "points" for service hours. The program could also be run through an institution housing young offenders to give them the opportunity to contribute to society in a meaningful way. It can also be developed as the result of a field-trip program where teenagers see a variety of child-serving agencies first-hand.

Additional Information:

* Contact North Little Rock Boys' Club, 1212 Maple Street, North Little Rock, Arkansas 72114.

* Write for High School Student Volunteers booklet, published by ACTION, see p. 20.

13

Name of Activity: **HAK Brothers and Sisters**

General Description: A continuing program through which mature teenagers regularly volunteer their time to establish one-to-one relationships with younger children by serving in a big brother or big sister capacity

Participant Profile: As many older youth as interested can be involved in this program, depending on the Boys' Club staff's ability to coordinate and the number of younger children to serve

Length and Timing: A preliminary training program could be conducted as a weekend experience or at the Boys' Club for a couple of hours each day for a week; regular meetings and activities with little brothers and sisters should be scheduled weekly at the convenience of teenager and child; the duration of contact may last from six weeks to a year or longer; program can be initiated at any time.

Locale: Generally the contacts between older and younger youth take place at the Boys' Club; as the relationship develops, they may spend time together at other places; training will probably be done at the Club

Adult Leadership Requirements: Needs coordination by staff counselor or Individual Services Director, who initiates teenagers into program and meets with them regularly to discuss concerns; outside child development resources may participate in training program

Facilities/Equipment/Supplies: Whatever is available at Boys' Club

Financial Considerations: Staff time to coordinate and counsel; teenagers are all volunteers

Involvement of Youth: Participation and continuing involvement in program indicates older youth's desire and abilities to establish active relationships with younger children

Involvement of Parents, Community Agencies, Other Individuals: Local school guidance personnel should be consulted for recommendations of older and younger youth to participate in the program; Boys' Club and community parents who may want to have their children benefit from these types of relationships should be contacted; all parents of younger children in program should come to the Boys' Club for a discussion with the staff member coordinating the program before their children actually become involved; these parents should also later meet the teenager who will be working with their youngster before he is introduced to the younger child; other community mental health, family service and "helping" agencies should also be notified about program and be available for consultation or referral.

Child Development Training for Youth: If a group of older youth become interested in this program at the same time, a formal training experience should be set up; much of the information involved in HAK Junior Staff In-Service Training (Booklet #2) and Human Survival Training (Booklet #4) can be incorporated; an intensive orientation to guidance and working with youngsters on a one-to-one basis should be included, as well as how to handle anger and rejection; Junior Staffer

Effectiveness Training principles for two-way communication and establishing relationships are also good to discuss; understanding children's behavior and utilizing principles of motivation should be included; periodically, the group of teenagers should meet with the guidance counselor or outside resource persons to review their progress and discuss mutual concerns.

How Organized and Promoted: This program is established for younger children who are in great need of guidance, friendship, and the improvement of social and recreational skills. Support should be sought from the entire Boys' Club staff. It is best to start with only two or three placements and enlarge the program according to the amount of time available for counseling and follow-up. Teenagers should be selected carefully and should be well-known at the Club; they should make a commitment of one and one-half to two hours per week to the program, and should understand that they are establishing a serious relationship with the younger child; they should begin to interact with their little brother or sister on a regular schedule in the Club atmosphere. Teenagers should be aware that they are dealing with children with some type of social or physical problem, and should discuss the goals for their relationship with the staff coordinator. This person should meet with the older youth after each contact they have with the younger child to evaluate progress, revise goals, and provide encouragement and support. Participating teenagers should be given recognition at the Club and their service publicized. As relationships develop, teenagers may wish to take their little brothers or sisters on field trips to community places of interest, but should be sure to seek permission from the children's parents. A waiting list of little brothers should be kept.

Impact/Follow-up: The Boys' Club's capability to provide one-to-one service is enlarged through this program. Younger children with varied problems are given the chance to deal with them on a continuing basis under the help and encouragement of a somewhat older role model. Care should be taken to protect the privacy of younger children involved in this activity -- others at the Club will know that they have an older "brother" or "sister" but need never know why.

Suggestions for Adaptation: Some programs of this type encourage relationships which are established entirely away from the Boys' Club. The most important factor is the ongoing counseling between the teenager and the staff member concerning the younger child.

Additional Information:

* Write to Boys' Club of Royal Oak, 1545 East Lincoln Avenue, Royal Oak, Michigan 48067 about Little Brother Program.

* Write to R.W. Brown Boys' Club, Ninth and Columbia Avenue, Philadelphia, Pennsylvania 19125 about Take-A-Brother (TAB) Program.

Name of Activity: **Teens Serve as Santas**

General Description: An experience through which older boys receive instruction in the meaning of Santa Claus to young children and subsequently serve as holiday Santas for local child care agencies and hospitals

Participant Profile: Six to eight 16- to 18-year-old youth

Length and Timing: Training consists of two or three two-hour sessions during pre-Christmas weeks; Santas used whenever needed

Locale: Training at Boys' Club; role playing at community agencies

Adult Leadership Requirements: Staff member needed to help organize program, set up training, and coordinate activity with other Club holiday functions; various community resource persons could participate in Santa training

Facilities/Equipment/Supplies: Santa Claus costumes; simple toys for younger children or raw materials to make them; transportation to agencies

Financial Considerations: Money to make or rent costumes and obtain toys; local service club might donate outfits or perhaps Mothers' Club volunteers could make them; group might also conduct some sort of a community service campaign to raise needed funds

Involvement of Youth: Teenagers should design Santa Claus training program and conduct community information campaign to let children's agencies know that Santas are available for their holiday functions

Involvement of Parents, Community Agencies, Other Individuals: Program conducted for children in community day care centers, pre-schools, hospitals, group homes, institutions, etc.; local Council of Social Agencies can be notified of service so all may request Santas; owner of local costume shop might be approached to donate costumes; Club parents may be willing to provide transportation to agencies.

Child Development Training for Youth: If possible, an adult who plays Santa Claus in a local department store should be asked to participate in the training. Child psychologists and specialists in pre-school children should discuss the importance of Santa Claus and other fantasies to young children, and how teenagers can relate to this. Sessions related to child behavior and child development information from the Junior Staff In-Service Training program (Booklet #2) are good to include, as are the principles for establishing communication and relationships with younger children which comprise Junior Staffer Effectiveness Training. Pre-school teachers might also conduct a session on party games and role plays to use with younger children.

How Organized and Promoted: A Boys' Club group may decide to take this on as a holiday project, or a staff member may have to round up several teenagers to participate. The older youth should make all contacts related to the program, including publicizing their service and making token gifts for the children. The should also contact families in the community to see if they can come around on Christmas Eve and deliver presents to groups of young children.

The staff liaison can make transportation arrangements and accompany the Santas on their ventures. Training should take place early enough in December to permit a full holiday booking.

Impact/Follow-up: This project will create much good will for the teenagers and the Boys' Club. Younger children whose lives are often devoid of much Christmas spirit will be brightened by the experience. The teenagers may well become interested in other child-serving projects after the season is over.

Suggestions for Adaptation: If training and costumes are good, the teenagers may decide to establish a Rent-A-Santa service for adult agency and organization Christmas parties. By charging a small fee for playing Santa to women's groups, service clubs, PTAs, etc., they may be able to raise funds to buy gifts to distribute later among needy children.

Name of Activity: **Storytelling Hours for Children**

General Description: Teenagers regularly volunteer their time to read appropriate stories and other information to younger children in the Boys' Club or local agencies

Participant Profile: This is a good activity for older youth who like books or drama; as many individual teenagers as interested may participate, based on local need

Length and Timing: Training for this activity may consist of two or three two-hour sessions; storytelling sessions for children should be kept brief, less than an hour, but should take place on a regular basis (generally weekly) at a convenient time for teenagers, children and librarian

Locale: Boys' Club library or other area isolated from noise and activity

Adult Leadership Requirements: Program can be coordinated with Boys' Club librarian, who may conduct training or arrange involvement of reading, speech and drama specialists

Facilities/Equipment/Supplies: Large number of children's books and records

Financial Considerations: None, if library is well stocked

Involvement of Youth: Teenagers volunteer to be trained as specialists in younger children's stories; they should help design training program and ultimately select appropriate stories for the children

Involvement of Parents, Community Agencies, Other Individuals: Boys' Club parents with children of pre-school age should be contacted about bringing them to the Club for this program; the Mothers' Club may be willing to make snacks for those who attend storytelling hours; university speech, drama and library specialists, as well as those from local public libraries, should take part in the training sessions and work with the teenagers in perfecting their storytelling skills; once teenagers are trained, this storytelling service might be offered to other community agencies serving younger children.

Child Development Training for Youth: The teenagers need to be helped to develop a good repetoire of stories to tell younger children, as well as to be trained in how to tell a good story -- voice dynamics, facial expressions, timing, rapport with audience. Information on the nature and behavior of pre-school age children should be included, as well as attempts to develop the teenagers' language skills and imaginations. Much role playing and active participation should be part of the training, as well as evaluation of each other's abilities and suggestions for improvement.

How Organized and Promoted: The Boys' Club librarian should seek out several teenagers who demonstrate an interest in books and see if they will become Boys' Club storytellers. After a small group is formed, the training can be arranged and portions might take place at local universities or places where the trainers work. The teenagers should be helped to understand children's literature and the type of stories most attractive to younger children. Hopefully they will eventually be able to create stories for the children out of their own heads. The training course should involve much practice in telling stories to each other with imagination, energy, expression. After the training is over, the librarian can establish a schedule for storytelling hours at the Club and the teenagers can take part on a rotating basis. After each storytelling hour, the teenagers should interact with the children about the characters in the story and perhaps get the children to act out part of the stories themselves. Recognition should be given around the Club to the storytellers, perhaps through a display on a prominent bulletin board. This will help to obtain more recruits.

Impact/Follow-up: This type of program greatly improves the listening skills of younger children and also exposes them to positive older role models. The teenagers are encouraged to get to know the children better, to enhance their own language and imagination skills, and to perform a worthwhile service for the Boys' Club; they also may become interested in library work as a career.

Suggestions for Adaptation: If interest is high enough, Boys' Club teenagers might perform this storytelling service for public libraries, recreation departments, schools, playgrounds or child care centers. Publicity for such a service should be sought through local news media.

If no Boys' Club teenagers are interested in becoming storytellers, the Club might look for a Girl Scout troop or other outside group who might come to the Club on a regular basis to tell stories to Boys' Club youngsters.

Additional Information: Contact "The Travelling Van Winkle Fablers," Urban Service Corps, Third and N Streets, N.W., Washington, D.C. 20001.

Name of Activity: **Group Clubs for Younger Members**

General Description: Older teenagers organize and serve as advisors for small group clubs of younger Boys' Club members so these children can learn social skills in a supportive environment

Participant Profile: One to three mature older teenagers who have participated in other HAK training and activities

Length and Timing: Meetings or activities are held once a week on a regular schedule and last no longer than a half-hour or 45 minutes; program continues as long as interest of younger children remains high

Locale: Boys' Club, with some outside field trips

Adult Leadership Requirements: Regular consultation with teenage group club facilitator about concerns, progress, needs and interests of younger children should be conducted by Boys' Club Program Director or other staff member; majority of leadership responsibility rests with older youth

Facilities/Equipment/Supplies: Group will need room to meet in, preferably one that can be adapted to different types of activities; equipment and supplies can be obtained through Boys' Club departments (arts and crafts materials, games, etc.)

Financial Considerations: Club may want to compensate competent teenager for his or her time; money for small field trips can be raised by youngsters themselves through moderate fundraising projects supervised by teenage advisor

Involvement of Youth: Entire responsibility for development and operation of this concept rests with older youth; generally teenagers capable of performing this function have a desire to be of service to the Boys' Club; an important concept here is for the teenager to try to get the younger children involved in planning their own activities.

Involvement of Parents, Community Agencies, Other Individuals: Certain field trips or other activities of group club may need permission or assistance from parents of younger children; teenager may take youngsters to local zoo, sports events, amusement parks, or other places of interest; through programming, younger children can be encouraged to include their parents in group club functions, such as by performing a skit, fixing a family night dinner, etc.

Child Development Training for Youth: The experience of this responsibility and the opportunity to discuss it with Boys' Club staff makes up the real training. As mentioned above, the type of teenager who would and could devote the time needed to establish a group club for younger members will more than likely have been turned on to this experience because a natural interest in children was more fully developed through information and skills acquired in other HAK training programs, especially Junior Staff In-Service Training (Booklet #2).

How Organized and Promoted: Boys' Club staff should encourage and assist an older youth who expresses an interest in organizing this type of program. The group club experience provides some form of organized activity for 8 to 11-year-olds who are too young for Torch and Keystone Clubs. A staff member should work with the older youth in planning and organizing the program, but allow him the opportunity to express and carry out his own ideas with the youngsters. Advertisements for the group club can be put up around the Boys' Club. It is helpful if it has a catchy name like "Kid Power" or "Fun Bureau, Inc." Major emphasis is on giving the younger children a group experience through activity-based meetings, out-of-Club trips, and small fundraising events. The teenager should be required to report to a Boys' Club staff member at regular intervals concerning his plans and progress.

Impact/Follow-up: This experience gives a real opportunity for leadership to an older youth who seeks it and also allows him/her to have continual and responsible involvement with younger children. Boys' Club programming is expanded because the teenagers have truly become junior staff members and the younger children find the Club a more exciting and fun place to be.

Suggestions for Adaptation: Some teenagers may wish to establish a group club for younger children that has a specific point of focus, such as photography or baseball. This will provide additional opportunities to have them help youngsters develop patience and appreciation for the skills of others.

Additional Information: "Let's Begin" is a set of story-based values materials which older youth can utilize with six- to eight-year olds. Topics include: friends, shy, afraid, angry, new, big, together. Complete set of stories, flashcards and leader's guide is available for $39.95 as part of the Dimensions of Personality series of Pflaum/Standard, 2285 Arbor Boulevard, Dayton, Ohio 45439.

* Contact Boys' Club of San Gabriel Valley P.O. Box 2103, El Monte, California 91732 about Kid Power.

Name of Activity: **Volunteer Spokesmen**

General Description: Teenagers who exhibit the desire and ability to explain the purpose and meaning of HELP-A-KID activities to them make short presentations before service clubs, parents' groups, school classes, Boys' Club board meetings or other appropriate functions

Participant Profile: Mature participants in any HAK activity who demonstrate abilities related to speaking before groups

Length and Timing: Short presentations, according to individual desire and ability; can take place any time throughout year, especially when financial support or publicity are sought

Locale: Wherever requested

Adult Leadership Requirements: Boys' Club staff and other volunteers who conduct HAK activities should be alert for teenagers who have potential in this area; if teenagers are willing to make presentations, a staff member should work with them to develop material and speaking abilities

Facilities/Equipment/Supplies: Presentations will be enhanced by slides or even flipcharts listing certain aspects of the program; slide projectors or other audio/visual equipment may be necessary in some cases

Financial Considerations: No cost involved unless a lot of audio/visual material is prepared

Involvement of Youth: Teenagers should develop and write their own presentations as much as possible; purpose is to relate what participation in the program has meant to them

Involvement of Parents, Community Agencies, Other Individuals: Presentations on HELP-A-KID program are generally made before these groups; if highly developed speaking abilities are desired, a representative from Toastmasters, Inc. may be sought for consultation

Child Development Training for Youth: Most training has taken place before this stage; teenager is discussing effect of training on his life and future

How Organized and Promoted: Teenagers who may be effective group speakers could be sought from any HAK activity; only an exceptional few will be interested in this idea and it should not be forced on them; they should speak about the relationships they have had with younger children and what these have meant; such presentations could be utilized before school classes if a speaking project were necessary; they are also most effective at Boys' Club functions such as area conferences, annual meetings, Board of Directors' meetings; a staff member should work with the youth involved to give encouragement and coordinate any audio/visual materials.

Impact/Follow-up: The effect of having a teenager express what involvement in HELP-A-KID has meant to him will be more impressive to any audience than seeing written material or hearing it from adults. This also gives the young person a sense of satisfaction and recognition, and helps to perpetuate and spread the HELP-A-KID program thrust. Teenagers will also be more effective at getting their own peers involved in activities, and opportunities should be offered to discuss the program with groups from other Boys' Clubs at national or regional conferences.

Suggestions for Adaptation: Several teenagers who would not be willing to speak in person before large groups might agree to comment about HAK activities on a cassette tape. These comments could be pieced together with appropriate slides for an effective slide/tape presentation.

please fill out and detach

SEND HAK HEADQUARTERS INFORMATION ON YOUR PROGRAM !

(use reverse side if necessary)

Name of Boys' Club ______________________________ Date ________________

Name of Activity:

General Description:

Participant Profile (number, age, coed):

Length and Timing:

Locale:

Adult Leadership Requirements:

Facilities/Equipment/Supplies:

Financial Considerations:

Involvement of Youth:

Involvement of Parents, Community Agencies, Other Individuals:

Child Development Training for Youth:

How Organized and Promoted:

Impact/Follow-up:

Suggestions for Adaptation:

Additional Information:

Signed ______________________________

SEND TO: Joan R. Licursi, HELP-A-KID, Boys' Clubs of America, 771 First Avenue,
New York, New York 10017.

please fill out and detach

SEND HAK HEADQUARTERS INFORMATION ON YOUR PROGRAM !

(use reverse side if necessary)

Name of Boys' Club ______________________ Date ____________

Name of Activity:

General Description:

Participant Profile (number, age, coed):

Length and Timing:

Locale:

Adult Leadership Requirements:

Facilities/Equipment/Supplies:

Financial Considerations:

Involvement of Youth:

Involvement of Parents, Community Agencies, Other Individuals:

Child Development Training for Youth:

How Organized and Promoted:

Impact/Follow-up:

Suggestions for Adaptation:

Additional Information:

Signed ______________________

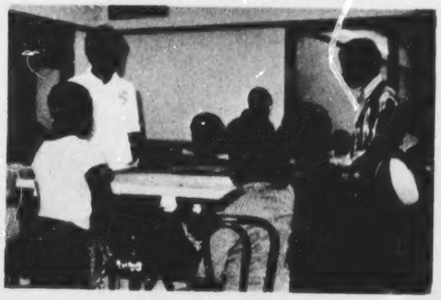
SEND TO: Joan R. Licursi, HELP-A-KID, Boys' Clubs of America, 771 First Avenue,
New York, New York 10017.

6

HELP-A-KID

Supporting the HAK Thrust through

PROFESSIONAL STAFF IN-SERVICE TRAINING



BOYS' CLUB

HELP-A-KID

Prepared by
BOYS' CLUBS OF AMERICA
National Manpower and
Program Services

Sponsored by
U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Child Development
Grant OCD-CB-459

HELP-A-KID Professional Staff In-Service Training At-a-Glance

Audience: Ideally, all staff members -- full-time, part-time and volunteer -- who work at Boys' Club where HELP-A-KID programming is being incorporated

Scheduling: Adapted as part of regular weekly staff meetings prior to beginning HAK activities

Length of Program: Approximately six weeks

Length of Sessions: One Hour

Personnel: Executive Director, assisted by other staff with specialized skills; investigate possibility of obtaining outside resource person skilled in child development theory and techniques to conduct series

Follow-up Experience: Staff involvement with HELP-A-KID thrust and activities

Lead-in Time: Two to three weeks

Necessary Expenses: Fee of child development resource person, unless volunteer can be obtained

Key Concepts:
- *Success in transmitting HAK thrust and concepts to teenagers can only be achieved if all Boys' Club adults are fully informed and supportive of program's objectives
- *In-service training should be an ongoing function in every Boys' Club organization
- *The best way to have staff appreciate the needs of adolescents and the purpose of the HELP-A-KID program is to have them experience aspects of it
- *Continuing climate of social change necessitates periodic "refresher" training for adults in understanding child development concepts

Copyright 1975, Boys' Clubs of America

TABLE OF CONTENTS

Introduction 4

Objectives of Training Program 5

Structure and Content 5

Follow-up Involvement in Activities 7

SESSION GUIDELINES 8

#1: Orientation to HELP-A-KID Thrust and Objectives 8

#2: Adolescence as a Time of Life 9

#3: Values Clarification for Teens 10

#4: Parenthood for Today and Tomorrow 11

#5: Current Issues Regarding Child Development 12

#6: Developing a Total HAK Thrust 13

APPENDICES 14
  Inventory on Attitudes about Adolescents
  Potential Situations for Staff Role Plays

HOW DID YOUR HAK STAFF TRAINING PROGRAM GO? 19

Introduction

Establishing a plan and design for continual training of those who work with youth is an essential part of Boys' Club operation. As stated in Guides for Manpower Development through In-Service Training*, effective leadership is the single most important ingredient for the successful achievement of a Boys' Club's goals. Every Executive Director assumes a responsibility for attracting, developing and retaining competent volunteers, part-time paid and professional leadership.

During the initial year of field-testing HELP-A-KID activities at three pilot site Clubs, it became obvious that an in-service training component for staff should be included in the overall HAK effort to maximize program success. Boys' Club adults are called upon in numerous HELP-A-KID activities to encourage teenagers to participate, to assist older youth as they learn to deal with younger children, to incorporate the HAK thrust into their own areas of responsibility, and to model an atmosphere of effective adult-child relationships. HAK program coordinators found it difficult to involve other staff members in project activities because they had not been an integral part of designing HELP-A-KID into their Boys' Club operation. This booklet offers a plan for stimulating and encouraging that involvement.

The key to success for Boys' Club programs dealing with adolescent youth will depend on the quality of relationships established between the teenagers and the adults with whom they have contact. The major emphasis of this HAK Professional Staff In-Service Training component, therefore, is on strengthening adult appreciation for the nature, needs and concerns of today's older youth. As Margaret Mead has said, no one of us has ever been young in the way our children are young today. Those working with older youth in the Boys' Club setting have a special need to continually examine and update their attitudes and techniques. This presents training in a positive light as a way to achieve something new, not correct a deficient performance.

The Executive Director must be committed to the need for in-service training and appreciate the advantages of improving his staff's abilities in relating with adolescents. He must establish a climate in which staff are encouraged to grow both as persons and youth workers, and in which all are treated with professional respect for their achievements. His understanding and interaction with staff members individually and as a group should serve as a model for the relationships staff will establish with teenage youth, and which the youth will hopefully repeat with the younger children in their lives.

---

* A Boys' Clubs of America manual available for $5.00 through National Supply Service.

Objectives of Training Program

In general, the HELP-A-KID Professional Staff In-Service Training program is designed to:

- * increase the opportunity for effective achievement of the HAK thrust and objectives in a Boys' Club
- * help all Boys' Club adults understand the value of having teenagers learn about and work with younger children in preparation for their roles as future parents
- * demonstrate that the HAK thrust and activities are an emphasis of the entire Boys' Club organization, not of a particular person or department
- * broaden knowledge of current concepts related to adolescence and child development theory and techniques
- * obtain staff support for encouraging teen participation in activities and for working with youth who have received HAK training
- * emphasize the importance of human development training for all those who work with youth in any capacity

Structure and Content

Assuming most Executive Directors hold regular meetings or in-service training sessions with adult staff, the HELP-A-KID Professional Staff In-Service Training component is most easily scheduled as an integral part of these meetings during the weeks before HAK activities begin. If general staff meetings are not held at least semi-monthly, additional dates might be set aside for HAK training so the complete program can be presented within a two-month period. This will keep the objectives of the program fresh in the minds of staff members, and also permit them to make immediate input into the content, nature and timing of activities for the teenagers.

The Executive Director is responsible for organizing the HAK training, but all staff members should be involved in developing the experience in light of the general thrusts of the HELP-A-KID program. For this reason, two to three weeks planning time will be necessary to convey the nature and purpose of the training effort, to assess staff attitudes, knowledge and skills relating to adolescence and child development information, to select appropriate topics for individual sessions, and to determine how the program will be presented.

Although the Executive or other members of the Boys' Club staff may well desire to conduct certain sessions or aspects of this training program themselves, it is highly advisable to seek the assistance of outside resource persons for specialized topics. If possible, a human growth and development professional from a university, mental health center or large corporation should be asked to present the entire series, thus eliminating strain on the Boys' Club administrator and helping to assure that the latest developments in the field will be included.

Having one outside resource person conduct the entire program also permits topics to be interrelated and gives continuity to the overall effort. Individuals sought as trainers might be those earmarked for involvement in some other HAK activity. In addition to those mentioned above, assistance might be sought from drug counselors, psychologists, early childhood specialists, ministers, organizational development or human relations trainers, or local representatives of Effectiveness Training Associates (obtain a list from HAK headquarters at Boys' Clubs of America).

Efforts should be made to obtain the services of the outside resource person on a voluntary basis, if at all possible. Community mental health agencies, state education departments or business corporations frequently have personnel who can be assigned to the Boys' Club in this manner. If a small fee is involved, hopefully it can be absorbed by budget funds set aside for staff training. Before sessions begin, the Executive Director should thoroughly brief the training leader about the Boys' Club in general and what he hopes will be accomplished through the HELP-A-KID training program for staff.

If a Boys' Club cannot obtain an outside trainer, various staff members might be assigned the responsibility for developing one of the topics agreed upon. This would encourage their deeper involvement in the training program, as well as give each individual (or team of two) the opportunity to be "center stage."

The guidelines for session content suggested in this booklet were derived from the experiences of first-year HAK program coordinators. As with other HAK programs, they are merely to give direction and should be refined according to individual Boys'Club needs and capabilities. The emphasis throughout the program is on adolescence and the experiences teenagers will have through HELP-A-KID activities. Since each training session is designed to take place during a longer staff meeting, it is recommended that about an hour be set aside for the HAK topic of the day. Since staff meetings are primarily concerned with immediate programs and schedules, this will permit other matters to be handled without taxing human endurance.

All sessions should be well planned and developed in an informal, rap-group manner. This rap session format is especially suggested so that adaptations of the program can more easily be made to suit any Boys' Club staff of two or more people. Every staff member should be encouraged to share his/her thoughts, feelings and ideas, as well as the specific problems he/she has encountered working with teenagers or younger children. Since adults generally become involved in training because of present difficulties which need resolution, to assure effectiveness it is advisable to present the session content from a problem-centered rather than subject-centered stance. This will draw participants into the discussion and stimulate a learning environment.

Wherever possible, short films or other audio/visual materials should be involved in the program. Techniques such as brainstorming, role playing, role reversal and case studies should be utilized as often as possible to make the sessions experiential in nature. (See appendix and Booklet #2).

The six topics suggested in this booklet relate to various HELP-A-KID activities and materials and are based on information contained in other parts of this series. The HELP-A-KID Program Development Guide should be thoroughly reviewed by whoever organizes the training program so that appropriate sections can be reproduced and distributed as background reading for participants. Brief suggestions for other topical resources are contained in the Session Guidelines.

Follow-up Involvement in Activities

The last session of this training program is designed to encourage all staff members to make suggestions about how the HELP-A-KID thrust of getting teenagers into relationships with younger children can be incorporated into their areas of responsibility. As a result of the HAK in-service training, they should be sensitized to the advantages of this thrust -- both for the teenagers and themselves -- and challenged to find creative ways to utilize it. Here is where the total commitment and support of the Executive Director will be needed to stimulate and support staff efforts.

Those professional staff members who continuously work with Junior Staff should become involved in the HAK Junior Staff In-Service Training program as much as possible, and upon its completion should relate closely with the trained teenagers as they attempt to utilize their new knowledge. The Junior Staff members will need the encouragement, verbal recognition and professional respect of Boys' Club adults if their training is to have lasting value. The section on "Practical Experience Following Training" in Booklet #2 should be consulted in this regard.

Other staff members may seek to become involved in Values Clarification Raps, Human Survival Training or other HAK activities as a result of their training experience. The more Boys' Club adults desiring to work with older youth, the more activities and relationships can be established with these teenagers, and the more successful the entire HELP-A-KID effort will become. Future professional staff meetings should allow time for a continual discussion and sharing of new concepts and problems related to the activities in which the adults are involved. At some point in the future, the Executive Director may want to arrange for a full in-service training program highlighting Effectiveness Training, Values Clarification or other HAK-related subject in which staff have exhibited special interest. Regional Chairmen of Boys' Clubs of America Manpower Development Committees might be consulted for suggestions on appropriate resource persons or training sessions that might be helpful.

SESSION GUIDELINES

The following topical outline for a six-part HELP-A-KID Professional Staff In-Service Training component was developed from suggestions made by those involved in the first year of HAK field testing. It should be utilized by the Executive Director or outside training resource person as a reference to give direction to the local Club's HAK training effort. Modifications and additions should be made according to the expressed needs and ideas obtained from staff members themselves. It is obviously not possible to consider every point or concept mentioned in one hour.

DISCUSSION #1

General Topic: Orientation to HELP-A-KID Thrust and Objectives

Objectives:
* To acquaint all staff members with this new Boys' Clubs of America youth development program
* To obtain staff support for Boys' Club's sponsorship of HAK activities
* To clarify staff feelings about working with older youth

Points to Consider:

Nature and Origin of HELP-A-KID Program
Fundamental HAK Program Principles
Rationale for Particular Club's Involvement
Nature and Purpose of HAK Staff Training Program
Expectations and Responsibilities of Staff
Introduction of Trainer
Staff Feelings about Working with Older Youth
What's Involved in Relationships between Older Youth and Professional Youth Workers
How Local Teenagers View That Particular Boys' Club
What It Takes to Work with Adolescents in the Boys' Club

Possible Resources:
* HELP-A-KID Program Development Guide (Booklet #1)
* Youth's Search for Identity: A Psychiatrist Looks at Youth Work, available for $1.00 from Boys' Clubs of America National Supply Service
* Inventory on Attitudes about Adolescents (see appendix)

214

DISCUSSION #2

General Topic: Adolescence as a Time of Life

Objective: * To increase staff awareness of contemporary theory and techniques regarding youth work with teenagers

Points to Consider:

Social Climate in Which Today's Adolescents Exist
Adolescent Developmental Tasks
Needs and Interests of Local Teenagers
Techniques for Communicating with Older Youth
How Boys' Club Is Meeting the Needs of Adolescents
Understanding Teenagers on Their Terms

Possible Resources:

* HELP-A-KID Program Development Guide (Booklet #1)
* Requirements for Healthy Development of Adolescent Youth by Dr. Gisela Konopka, Adolescence Magazine, Fall 1973.
* Developmental Tasks and Education (1972) by Robert J. Havighurst; available from David McKay Company, 730 Third Avenue, New York 10017.
* Parent Effectiveness Training (1972) by Dr. Thomas Gordon; available from Peter H. Wyden, Inc., 750 Third Avenue, New York, New York 10017.
* Film: Do You Ever Wonder?, 12-minute color film exploring identity problems of young people; rental fee is $15 from Pyramid Films, Box 1048, Santa Monica, California 90406.

DISCUSSION #3

General Topic: Values Clarification for Teens

Objectives:
- * To strengthen staff understanding of need to discuss values issues during adolescence
- * To increase staff awareness of their own values systems and how these were formed
- * To demonstrate how staff values decisions become role models for teenagers

Points to Consider:

How Values Are Formed / What Values Are
Nature of Values Clarification Process
Purpose of Values Raps in a Boys' Club
Clarification and Acceptance of Staff Values Systems
Importance of Peer Group Dialogues during Adolescence
Ground Rules for Values Discussions with Teens
Specific Values Issues Related to Common Teen Concerns
Skills Needed to Lead Values Raps
Adult vs. Adolescent Values

Possible Resources:
- * HELP-A-KID Helping Teens Know Themselves through Values Clarification Raps (Booklet #3)
- * Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Dr. Sidney Simon, Leland W. Howe and Howard Kirschenbaum; available from Hart Publishing, 15 West Fourth Street, New York, New York 10003.
- * Film: Values and Goals: A Way To Go, 30-minute color film; rental fee is $40 from Oxford Films, 1136 North Las Palmas Avenue, Los Angeles, California 90038.
- * Deciding: A Leader's Guide; available for $2.00 from Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

DISCUSSION #4

General Topic: Parenthood for Today and Tomorrow

Objectives:
- To highlight parenthood as one of life's most important roles
- To identify the qualities and skills possessed by an effective parent
- To increase staff's awareness of the kind of parenthood-oriented training and programs the Boys' Club can provide
- To examine parenthood styles -- present and future -- and their potential effect on today's youth

Points to Consider:

Importance of Parenthood as a Role in Life -- How It's Taken for Granted
Present and Future Social Considerations Regarding This Experience
Personal Qualities and Skills Necessary for Effective Parenthood
Training People -- Especially Adolescents -- to Be Better Parents
How Parenthood Styles Develop
Ethnic/Racial Considerations Regarding Parenthood
Common Sex Role Stereotypes in Family Life -- How They Are Changing
Relationship of HAK Activities to Parenthood Training
Feelings of Adolescents Toward Their Own Parents
Feelings of Staff Toward Family Life Training
Techniques and Services Which Help Youth Acquire Parenthood Skills

Possible Resources:

- HELP-A-KID Helping Teens Know Themselves through Values Clarification Raps (Booklet #3)
- HELP-A-KID Acquiring Skills for Bachelor and Family Living through Human Survival Training (Booklet #4)
- I'm OK, You're OK, book on transactional analysis by Dr. Thomas Harris; available from Avon Books, 959 Eighth Ave., New York, New York 10019.
- Film: Future Shock, 42-minute color film; rental fee is $40 from McGraw-Hill Films, Future Shock Department, 1221 Avenue of the Americas, New York, New York 10020.
- Film: To Be a Parent, 15-minute color film; rental fee is $20 from Billy Budd Films, 235 East 57th Street, New York, New York 10022.

DISCUSSION #5

General Topic: Current Issues Regarding Child Development

Objectives:

* To update staff knowledge about child development theory
* To clarify staff concept of the Boys' Club as a child development "lab"
* To increase staff effectiveness with all Boys' Club youth
* To review the difference between discipline and punishment
* To demonstrate how principles of child development are applied directly to Boys' Club activities

Points to Consider:

Major Age Groupings of Children
Mental, Social, Physical and Emotional Characteristics at These Stages; Adult Expectations vs. Children's Capabilities
Development Differences and Similarities Between Boys and Girls
Development Tasks for Children at Different Ages
Relationship of Development Characteristics to Boys' Club Activities
Common Behavioral Problems at Different Ages
Discipline vs. Punishment
Ideal Characteristics for Staff Who Work with Children
Child Development Resources and Services in the Community
Helping Teenagers Acquire Child Development Information

Possible Resources:

* HELP-A-KID Emphasizing Child Development Principles through Junior Staff In-Service Training (Booklet #2)
* The Developing Child: A Three-Part Series on How Boys Grow (KEYNOTE reprint); available for $0.25 from BCA National Supply Service.
* Variety of publications from the Children's Bureau (Your Child from 1 to 6, Your Child from 6 to 12); publications list available from Office of Child Development, P. O. Box 1182, Washington, D. C. 20013.

218

DISCUSSION #6

General Topic: Developing a Total HAK Thrust in the Boys' Club

Objectives:
- * To design a HELP-A-KID thrust and select activities appropriate for a particular Boys' Club to sponsor
- * To strengthen staff involvement in the total HAK program
- * To assign responsibilities for aspects of the HAK program

Points to Consider:

Selection of Specific HAK Activities for the Boys' Club to Sponsor
Incorporating the HAK Thrust into All Areas of Program
Staff Assignments in Regard to HAK Activities
Seeking Teenagers to Participate in HAK Activities
Brainstorming Sources for Additional Funding
Using Community Resources
Establishing Timetable for Operating the Activities
Involvement of Parents
Interpreting Program to Necessary Audiences
Selection of Staff Program Coordinator
Methods by Which Thrust and Activities Can Be Evaluated
Related Programs to Be Sponsored for Parents

Possible Resources:

* All Boys' Clubs of America HELP-A-KID materials

APPENDICES

A. Inventory on Attitudes about Adolescents (for use during Discussion #1)

B. Potential Situations For Staff Role Plays

INVENTORY ON ATTITUDES ABOUT ADOLESCENTS

The manner in which adults work with teenagers depends greatly on how adults see teenagers and how teenagers see themselves. This inventory helps to evaluate your feelings about adolescent youth. There are no right or wrong answers or need to write down your name.

For each statement, place a mark on the scale at the point that indicates the degree to which you believe it to be correct. Absolute agreement is "5" and absolute disagreement is "0". Everything else is somewhere in-between.

______ Your Age

1. Any Boys' Club professional can work with teenage youth.

0 1 2 3 4 5

Low Agreement High Agreement

2. Teenage youth need to discuss openly their feelings, attitudes and ideas.

0 1 2 3 4 5

3. Adolescents have little respect for authority.

0 1 2 3 4 5

4. Teenage values are more liberal than those of adults.

0 1 2 3 4 5

5. Young people in youth organizations get into less trouble than youth in general.

0 1 2 3 4 5

6. Teenagers respect adult advice and opinions.

0 1 2 3 4 5

7. Most adolescent youth are "takers" instead of "givers".

0 1 2 3 4 5

8. People develop skills for effective parenthood naturally.

0 1 2 3 4 5

9. Adolescents rebel for the sake of protest; they don't know what they want.

0 1 2 3 4 5

10. Straight-out, blunt language is an acceptable part of adolescent style.

0 1 2 3 4 5

11. Teenagers have little respect for their country or the rights of others anymore.

0 1 2 3 4 5

12. Every generation of kids has to raise hell and "sow its wild oats."

0 1 2 3 4 5

13. Today's youth are mostly serious and responsible young people.

0 1 2 3 4 5

14. Teenagers are generally promiscuous regarding sexual behavior.

0 1 2 3 4 5

15. The "system" provides teenagers with enough opportunities to make significant achievements and accomplishments.

0 1 2 3 4 5

16. Teenagers do not understand the meaning of commitment.

0 1 2 3 4 5

17. Youth generally want a two-way communication system with adults.

0 1 2 3 4 5

18. Adolescents help themselves by experimenting with different personal relationships and life roles.

0 1 2 3 4 5

POTENTIAL SITUATIONS FOR STAFF ROLE PLAYS AND ROLE REVERSALS

1. Boys' Club members are not allowed to smoke in the Club, except in the Senior Lounge. No prohibitions have been made against staff, who occasionally smoke anywhere. A Junior Staff member confronts an adult staff person with this values issue.

2. A Junior Staff member is bullied by several more powerful teenagers to give them free snacks. Adult staff member comes on the scene.

3. An older teenager comes to confide in an adult staff member that his girlfriend is pregnant.

4. An adult staff member finds two teenagers drinking wine in the Boys' Club locker room. There are a lot of other young people in the building at the time.

5. An adolescent comes to rap with an adult staff member about problems he has with his mother, who is constantly hassling him.

6. An adult staff person has the unplanned opportunity to rap with an older youth about whether or not to join a powerful local teenage gang.

7. A shy teenager gets into a discussion with a Boys' Club adult about how bad he/she feels not to have any friends.

8. Two older boys rap with the guidance director about the changing roles of men and women and the implications this has for their futures.

9. A professional staff person gets the chance to rap with a smart-talking older youth about why he continually gets fired from his jobs.

10. An intelligent teenager can't understand why birth control information and methods are not dealt with openly by most adults. He asks a staff member he feels close to.

Please fill out and return

HOW DID YOUR HAK PROFESSIONAL STAFF PROGRAM GO ? ?

To provide a thorough report to the Office of Child Development on the nature and number of HELP-A-KID programs which are taking place, we need some specific information on the staff training your Boys' Club has just conducted. This will also help us to improve future materials by making them directly relevant to the needs of the Movement.

Please complete this questionnaire as soon as possible, detach it from the booklet, and send it to: Joan R. Licursi, Director, Education for Parenthood
Boys' Clubs of America, 771 First Avenue, New York, N.Y. 10017

Thanks for your help!

Name ______________________ Position ______________

Boys' Club ______________________ Date ______________

Address ______________________________________

1. Our HAK Professional Staff Training component lasted for ________ (number) weeks. It began ____________ (date) and ended ____________ (date).

2. The major topics for individual sessions were:

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

(f) ______________________________

3. Which session was most successful? ______________________

Why? ______________________________

4. Which session was least successful? ______________________

Why? ______________________________

(over)

5. If one continuing outside trainer conducted your program, what are his/her occupation and professional affiliation?

____

If an outside person were not used, who conducted the training sessions?

____

The following community resource people were utilized for one specific session (occupation, affiliation, topic):

_______________________ _______________________

_______________________ _______________________

6. Follow-up activities with teenage youth or additional in-service training events for staff will include: _______________________

____

____

7. ________ staff members took part in this program. (____ full-time,
number
____ part-time,
____ volunteer)

8. In your opinion, did the training program stimulate staff participation and cooperation in implementing the HELP-A-KID program? ( ) yes ( ) no

How? ____

____

9. We plan to incorporate the HAK Professional Staff Training information into our ongoing Boys' Club program in this way: _______________________

____

10. We will be sponsoring the following specific HAK activities:

( ) Junior Staff Training ( ) Values Raps ( ) Human Survival Training

11. Additional comments: ____

____